

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180027

Grants.gov Tracking#: GRANT12658348

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180027

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/21/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Board of Regents of the University of Wisconsin System

* b. Employer/Taxpayer Identification Number (EIN/TIN):

396006492

* c. Organizational DUNS:

161202122

d. Address:

* Street1:

Suite 6401

Street2:

21 N Park St

* City:

Madison

County/Parish:

Dane

* State:

WI: Wisconsin

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

53715-1218

e. Organizational Unit:

Department Name:

Asian Studies

Division Name:

International Division

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Lalita

Middle Name:

* Last Name:

Du Perron

Suffix:

Title:

Faculty Associate

Organizational Affiliation:

The Board of Regents of the University of Wisconsin System

* Telephone Number:

(608) 262-3209

Fax Number:

* Email:

duperron@southasia.wisc.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

UW-Madison Center for South Asia NRC/FLAS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,385,333.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,385,333.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Board of Regents of the University of Wisconsin System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	135,120.00	136,006.00	134,506.00	137,006.00		542,638.00
2. Fringe Benefits	37,850.00	40,103.00	39,942.00	42,043.00		159,938.00
3. Travel	3,000.00	6,500.00	7,000.00	7,000.00		23,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	15,000.00	13,500.00	14,000.00	13,000.00		55,500.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	56,812.00	51,832.00	52,352.00	49,403.00		210,399.00
9. Total Direct Costs (lines 1-8)	247,782.00	247,941.00	247,800.00	248,452.00		991,975.00
10. Indirect Costs*	19,823.00	19,835.00	19,824.00	19,876.00		79,358.00
11. Training Stipends	328,500.00	328,500.00	328,500.00	328,500.00		1,314,000.00
12. Total Costs (lines 9-11)	596,105.00	596,276.00	596,124.00	596,828.00		2,385,333.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 53.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180027

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Board of Regents of the University of Wisconsin System		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
BRENDA A EGAN	Managing Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
The Board of Regents of the University of Wisconsin System	06/21/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="n/a"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="BRENDA A EGAN"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="BRENDA"/> Middle Name <input type="text" value="A"/> * Last Name <input type="text" value="EGAN"/> Suffix <input type="text"/> Title: <input type="text" value="Managing Officer"/> Telephone No.: <input type="text" value="608-262-3822"/> Date: <input type="text" value="06/21/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA4271032368552.pdf

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**University of Wisconsin – Madison
Center for South Asia**

GEPA Statement

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure we are “fully equipped to address the complex problems facing the modern world.”

In strict accordance with Section 427 of General Education Provisions Act (GEPA), the Center for South Asia (CSA) actively solicits for consideration at any and every level of employment members of traditionally underrepresented groups. All CSA openings are advertised to conform to EO/AA criteria. We systematically post and promote openings in forums that will increase exposure and strengthen access for minority candidates and candidates from all traditionally underrepresented groups. UW-Madison’s ten-year plan to advance and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Nearly 50 percent of UW-Madison faculty staff are women.

UW-Madison’s diversity and inclusion strategic plan addresses all aspects of increasing and sustaining access, retention and support for underrepresented groups in the areas of *gender, race, national origin, color, disability, and age*. In support of this dedication, the plan identifies the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. UW-Madison continues to define diversity broadly in an effort to create a welcoming and inclusive community for people from every background – who as students, faculty and staff serve Wisconsin and the world.

CSA complies fully with Section 427 of GEPA not only in employment measures but also by working to ensure access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

UW Madison has a variety of resources available to assist individuals with disabilities in accessing campus programs, services and activities. Formal accommodations are coordinated through the following offices:

- The McBurney Disability Resource Center partners with campus units to assist in creating an accessible university community where students with disabilities have

- an equal opportunity to fully participate in all aspects of the educational environment.
- The Office for Equity and Diversity Disability Coordinator for Employment coordinates a campus network of Divisional Disability Representatives (designated employees to assist employees with disability-related issues) to assist with accommodation concerns for employees.
 - The ADA Coordinator in the Office of Compliance is available to assist visitors and guests to campus with their accommodation needs and serves as the campus ADA compliance officer.

UW-Madison maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. As part of our strategic plan's dedication to increasing support for nontraditional students, the UW-Madison Veterans Assistance and Military Assistance Center provides guidance to veteran students and employees and monitors campus compliance with statutes governing veterans' rights and benefits. The Center partners with local, state and federal organizations and agencies to ensure veterans at UW-Madison receive knowledgeable advice and services to ensure success.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Board of Regents of the University of Wisconsin System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Lalita	<input type="text"/>	Du Perron	<input type="text"/>

Address:

Street1:	1155 Observatory Dr
Street2:	203 Mark H Ingraham Hall
City:	Madison
County:	Dane
State:	WI: Wisconsin
Zip Code:	53706-1319
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(608) 262-3209	<input type="text"/>

Email Address:

duperron@wisc.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract Center for South Asia, University of Wisconsin-Madison

The Center for South Asia at the University of Wisconsin-Madison has a 60-year long tradition of successfully offering languages and culture courses that meet areas of national need (**AP1**). We are a nationally and internationally recognized leader in teaching and research in South Asian studies. Our commitment to national security and government service is evidenced by us being the recipients of both Project Global Officer (GO) and the South Asian Flagship Languages Initiative (SAFLI), which is part of the Boren Program. In Fall 2018 we will be organizing and hosting the Fulbright Pakistan Orientation Seminar for the third year in a row. We organize and host the Annual Conference on South Asia, which attracts scholars from across the globe including, increasingly, from South Asia itself. We provide training in 5 Priority Languages in areas of national need during the academic year (AY) in Hindi, Urdu, Pashto (from 2018), Farsi, and Tibetan, and in summer through the South Asia Summer Language Institute (SASLI) consortium (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sanskrit, Sinhala, Tamil, Telugu, Tibetan, and Urdu). With NRC funding we are able to strengthen the Hindi-Urdu offerings that underpin all of our programming. In later years of the grant we will be able to offer additional languages guided by the requirements of new faculty hires.

We have an extensive outreach program that includes goal-oriented teacher-training activities (**AP2**). In response to K-12 educators' expressions of need for need solid across-the-board internationalizing material that meets common core standards, we have devised a comprehensive plan. In the next 4 years with NRC funding we will work with our School of Education (SoEd), with other Area Studies Centers (ASC) at UW, and with other South Asia NRCs in the United States, to provide a choice of cross-regional as well as area-specific teacher training that is actively tailored to meet the needs of the modern K-12 educator.

During the proposed grant period, we will build on our strong traditions while promoting innovation. We will strengthen our interdisciplinary focus on Education, Human Rights, Migration, and National Security as key areas of engagement. We will build on previous collaborations with traditionally under-represented groups whose own histories can inform a broader understanding of South Asia and its diasporic communities (**CP1**), and focus on future educators by training students of education, pre-service, and in-service teachers through collaboration with the SoEd (**CP2**). Our programs focus on all countries of South Asia, especially as they pertain to National Security, moving away from a more traditional India concentration. In all our programming we ensure that a wide and diverse range of perspectives is always represented.

At the end of the next four years we aim to have 1. secured increased institutional commitment to Hindi-Urdu to free up funds for additional critical language programming (**AP1**), 2. strengthened our current robust lecture and advising network to increase discussion of world affairs representing diverse perspectives, as well as visibility of government service as a viable career opportunity (**AP1**), 3. provided the infrastructure for K-12 educators and Community College and MSI faculty to internationalize their curricula (**AP2/CP1**), 4. increased access to globalizing content to Community College and MSI students (**CP1**), and 5. ensured that students in our teacher education program are optimally exposed to international affairs and how to incorporate them into the curriculum (**CP2**).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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A. PROGRAM PLANNING AND BUDGET

1. Quality of Activities and Relationship to NRC Program purpose

The Center for South Asia (CSA) at the University of Wisconsin-Madison (UW) has a 60-year long tradition of successfully offering language and culture courses that meet areas of national need (**AP1**). We are a nationally and internationally recognized leader in teaching and research in South Asian studies. Our commitment to national security and government service is evidenced by our being the recipients of both Project Global Officer (GO) and the South Asian Flagship Languages Initiative (SAFLI), which is part of the Boren Program. In Fall 2018 we will be organizing and hosting the Fulbright Pakistan Orientation Seminar for the third year in a row. We organize and host the Annual Conference on South Asia, which attracts scholars from across the globe including, increasingly, from South Asia itself. We provide training in five priority languages in areas of national need during the academic year (AY) in Hindi, Urdu, Pashto (from 2018), Farsi, and Tibetan, and in summer through the South Asia Summer Language Institute (SASLI) consortium (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sanskrit, Sinhala, Tamil, Telugu, Tibetan, and Urdu). With NRC funding we are able to strengthen the Hindi-Urdu offerings that underpin all of our programming. In later years of the grant, we will be able to offer additional languages guided by the requirements of new faculty hires.

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States to provide a choice of cross-regional as well as area-specific teacher training that is actively tailored to meet the needs of the modern K-12 educator.

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UW Professor of Political Science Katherine Cramer Walsh (2004, 2016) has shown that non-urban communities in the state of Wisconsin perceive UW to be an exclusive institution, which does not reach out to students from farming and other rural communities. Our students do, in fact, hail from a wide variety of backgrounds. In the next four years, we plan to actively reach out to communities whose viewpoints may not necessarily align with how the university is widely, if not always accurately, perceived, in the following ways.

A. Business communities. 1. Starting Fall 2018, the Wisconsin School of Business will offer South Asia as a regional emphasis for the International Business Major. Language and area studies courses, as well as study abroad to the region, are required for students to complete the regional component of this Major. 2. The UW NRCs are developing a Certificate on Effective Intercultural Communication, Conflict Resolution, and Negotiation for Business in collaboration with the Wisconsin Economic Development Corporation (WEDC) and the Madison International Trade Association (MITA) (page 46, *bgt 58*). 3. Cultural training workshops will be offered to two major Wisconsin companies with an ever increasing presence in India: John Deere and Harley-Davidson. [*bgt 54*]

B. Farming communities in the State of Wisconsin through the International Introductions Roadshow Outreach Program (page 42; *bgt 66*); C. Immigrant business communities, who tend to be both fiscally and socially conservative, will be engaged through community events and talkback sessions. In the spring semesters we will hold public lecture series at a venue just off-Campus, where readily available parking and an afternoon start time enable community members to attend. In 2016 we organized the successful Namaste Madison event, which attracted hundreds of community members, including heritage communities, to the Madison Central Library to celebrate South Asia. We will build on this success in 2018-22.

Due to the presence of Project GO and SAFLI at UW and the presence of students from communities from throughout the State, our student body reflects a wide variety of viewpoints, goals, and ambitions.

Our weekly public lecture series [*Bgt 52*] generates debate on international affairs. Our interdisciplinary lectures are attended by faculty, graduate students, and community members alike. Undergraduates can receive credit for attending 8 out of 10 lectures and writing brief responses. This course (IS320) is capped at 20 (due to space constraints) and has filled up every semester since its inception in 2014. A grader is requested for this class [*Bgt 42*]. **AP1.b:** Through Title VI, we can continue to support the following priority languages and initiatives, either in the AY or through SASLI, which UW has hosted since 2003.

USAID	Bengali, Hindi, Urdu, Tamil
Defence	Bengali, Dari*, Hindi, Pushtu (Pashto), Urdu.
Health and Human Services	Hindi
Justice	Dari*, Pashto
State	Dari*, Hindi, Urdu, Pashto, Bengali, Nepali, Punjabi
Peace Corps	Nepal

* NOTE: Dari is not currently hosted as a stand-alone language but we are working with our Persian and Pashto instructors to make it a sustained offering at UW.

Many of our students are interested in working for the government, and while we cannot always track the federal career trajectories of our alumni, we know that, on average, at least one of our FLAS recipients every other year enters into government service. We will continue to invite government officials and diplomats to visit UW and speak to our students. For example, in April 2018, the Consul-General of Pakistan in Chicago, the Honorable Faisal Tirmizi, gave two public lectures at UW, one specifically aimed at students. We have invited his Indian counterpart to visit our campus in Fall 2018 and will continue to arrange for such speakers to interact with our campus community. Our list of possible alumni speakers includes Amy McGann, former student of South Asia at UW and now Foreign Affairs Officer at the Department of State, and

recent graduate and FLAS recipient for Hindi, Phoenix Rice-Johnson, currently with the Brennan Center for Justice, a nonpartisan law and policy institute at the New York University School of Law, and one of 43 Marshall Scholars for 2018 [Bgt 53].

IRIS Assistant Director for Awards Mark Lilleleht advises potential Fulbright, Boren, and Luce scholars. With the presence of SAFLI on our campus, we are responsible for the language training of these future government interns and we encourage UW students to apply. We are proud that in 2018, two UW students, one a former GO recipient for Hindi and one a former FLAS recipient for Hindi, were awarded the SAFLI fellowship, which is highly competitive. Sustained NRC funding for Hindi and Urdu at UW will enable us to build on our programmatic strengths and leverage Title VI support towards increased institutional commitment in the future. Our commitment to the highest caliber of language teaching led to the hire in 2016 of a dedicated Hindi-Urdu pedagogy specialist, Sarah Beckham, who oversees the teaching of those two critical languages in addition to myriad other duties such as supervising the Pashto FLTA and developing the Blended Learning Hindi course, for which she received an Educational Innovation grant of \$10,000 in 2016. UW is committed to the Hindi-Urdu program. After the completion of the transition to the new Department of Asian Languages and Cultures, UW is willing to invest in fortifying the program. [Bgt 11-14]. We have excellent relations with the UW Schools of Business and Education and sponsor their students for FLAS as and when appropriate. **AP 2:** Teacher training has been a primary focus of CSA for many years. Our former Outreach Director Rachel Weiss was in charge of these programs for over a decade and, as a result, we have strong connections with K-12 teachers all over the State. In Rachel's new role as Student Adviser in the newly-formed Department of Asian Languages and Cultures

(ALC), she continues her outreach work to the student community and remains an active contributor to the Center’s programming.

Outreach across the UW NRCs is now under the auspices of the Institute of Regional and International Studies (IRIS), under the leadership of Assistant Director for Outreach Dr. Nancy Heingartner. As Heingartner is not affiliated with any one NRC, she is eminently qualified to conceptualize and organize international K-12 teacher training along theoretical and curricular, rather than geographical, lines. CSA Associate Director Lalita du Perron oversees regional programming and is assisted by Outreach and Conference Assistant Bradley Grochocinski.

In collaboration with the other NRCs at UW, we will hold annual K-12 teacher training workshops in the next four years at Community Colleges and MSIs, serving education faculty, students training to be teachers, and in-service teachers (also **CP1** and **CP2**).

A.1 2018-22 <i>Thematic workshops for K-12 teacher training held at minority-serving institutions with teacher-education programs</i>	
Year 1	• “ <i>The Dark Side of Sugar: Trade, Slavery, and Human Rights</i> ”: University of WI-La Crosse
Year 2	• “ <i>Borders, Migration, and National Security</i> ”: Mount Mary University, Milwaukee, WI
Year 3	• “ <i>International Children’s Rights</i> ”: Concordia University, Mequon, WI
Year 4	• “ <i>Women’s Roles in Affecting Global Change</i> ”: Alverno College, Milwaukee, WI

We will hold two South Asia-specific workshops geared towards educators who have traveled to South Asia to internationalize their curriculum, though enrollment will be open to all K-12 teachers. It is our experience that, even when teachers travel on education-specific tours such as organized by the Global Exploration for Educators Organization (GEEEO), they need support after they return on how to incorporate their experiences into common-core compliant curricula. We request funds to sponsor teachers to travel to South Asia (by supporting GEEEO with their program costs) and funds to hold teacher training workshops both pre-departure and post-return

to maximize the benefit of the educational tour. The resulting lesson plans will be posted on our website for maximum exposure. [Bgt 56]

A South Asia-specific Teacher Training Workshop (TTW) will address uses of the word “Indian” and explore how stereotypes about South Asians are created and perpetuated, often in pejorative contrast with Native Americans. This workshop will bring together issues that pertain to both indigenous and immigrant communities. (also **CP1**). Eight years after the Oak Creek (WI) massacre, there is still a dearth of knowledge about Sikhism in the state of Wisconsin and the US. A TTW on Sikhism in collaboration with the two main Sikh temples in the State is planned for 2022, when there will be a new focus on Sikhism and Diaspora at UW. A collaborative TTW with the Center for Russia, Eastern Europe, and Central Asia will explore “Love, Marriage, and Consent” in our respective regions. [Bgt 55]

CP 1: The Global Studies Passport Program is a collaborative project between UW NRCs and our local Community College Madison College (MC), allowing MC students to take courses at UW-Madison as credit towards the MC Interdisciplinary Global Studies Certificate. MC is a comprehensive community and technical college, which is the largest single feeder institution of transfer students coming to study at UW. While UW tuition and timetabling have provided challenges for the success of this initiative, MC is intending to sponsor its students through a recent UISFL grant. We will encourage MC students to enroll for summer language classes (for which we can provide fee remissions), and reserve spaces in online classes to counteract timetabling conflicts and the work-life pressure that many Community College students face. We request **\$500** to support a resource fair at MC to make students aware of these options [Bgt 59]

We are keen to strengthen collaborations (started in the last funding cycle) with the College of the Menominee Nation (CMN) and build on our work with the Lac Courte Oreilles

Community College (LCO). These MSIs are particularly interested in exploring global issues of indigeneity and we propose to host workshops at the MSIs which feature experts on indigenous issues from our own regions as well as from the MSIs themselves. We request **\$1000** per year for these workshops, and **\$1000** to co-sponsor MSI faculty and staff travel to New York for the annual conference of the United Nations Permanent Forum on Indigenous Issues [*Bgt 62-64*].

For MSI teachers to attend our Annual Conference on South Asia we request **\$3000** [*Bgt 47*]. We have run this program for the last 3 years and on average 7 MSI faculty apply to attend our Conference so they may incorporate more South Asia-focused materials in their curricula.

CP2: In 2016 CSA and the other UW NRCs, in collaboration with the SoEd, established a First-Year Interest Group (FIG) for prospective teacher education students that includes a core course (“Introduction to Education in a Global Context”), participation in two introductory area studies courses, and a short-term study abroad opportunity. The goal of this FIG is to engage prospective teacher education students with an internationalized curriculum and provide them a solid base for a double major or certificate in area studies before they enter the professional teacher education program in their junior year. We request **\$3000** to support this course [*Bgt 43*]. We also request **\$2000** to support the newly-designed course “Globalization and Teaching: Dimensions for Curriculum Planning” [*Bgt 43*]. This course, spearheaded by CSA Associate Director Du Perron, was developed between the UW NRCs and Professor Thomas Popkewitz in the 2014-18 cycle and will be developed further in the new cycle by including guests speakers and targeted career advising. Based on the great success of those courses, the SoEd’s Secondary Teaching program have requested our assistance with internationalizing their curriculum through summer and AY workshops [*Bgt 44*].

We request funds for administrative staff (Andrea Fowler, *Bgt 8*), the outreach assistant

(Bradley Grochocinski, *Bgt 17*), and the financial specialist (Nanette Kelsey, *Bgt 7*).

In order to improve our programs and provide the highest-quality training, services, and activities, we have a comprehensive plan for ongoing evaluation to measure our effectiveness and investment of resources (see Section C below). [*Bgt 75*].

The library collection at UW-Madison is a major attraction to incoming graduate students and faculty, and in order for the South Asia collection to remain one of the best in the nation we request **\$10,000** [*Bgt 38*], which includes funding for the digital South Asia Open Archive. For general office supplies we request **\$5,000** [*Bgt 36-37*].

Our ongoing support of the SASLI consortium, hosted at UW at least through 2021, means that this flagship national summer language program can continue to provide effective and proficiency-based South Asian language training in many critical languages (**\$8,000**) [*Bgt 77*]. SASLI has now also become the site of the domestic portion of the South Asian Flagship Languages Initiative (SAFLI), which we were awarded in 2015. **3. Reasonable costs:** Our budget outlines a cost-effective approach to activities directly pertinent to our mission of serving the university, community, region, and nation as a comprehensive center of excellence, including multiple activities addressing competition priorities. Title VI funds represent a small percentage of total funds spent on South Asian studies at UW-Madison, yet Title VI is essential to our mission. The full-time Associate Director is paid 100% by the University. In addition to managing the Center, she develops and teaches courses in South Asian studies including a popular online survey course, is the Faculty Liaison for the UW-in-India program, and serves as the Academic Director for SASLI and SAFLI. The full-time Outreach Assistant is paid 50% by the University. With the increased influence of the new Department of Asian Languages and Cultures (ALC), we predict greater institutional commitment towards Hindi-Urdu in years 3 and

4, when we will use Title VI funds to include Panjabi in our language curriculum to complement the anticipated new hire in Global Sikh Diaspora Studies (see section D2). Title VI funding is thus maximized towards language teaching, teacher training, and outreach activities. **4. Long-term Impact on Undergraduate, Graduate, and Professional Training Programs.** The absolute backbone of the entire South Asia program at UW is Hindi-Urdu, complemented by Pashto (for which we have an FLTA starting 2018), Farsi, and Tibetan. Committing Title VI funds to Hindi and Urdu instruction as well as to the Hindi-Urdu pedagogy specialist means that our language program can remain strong and underpin a wide variety of South Asian offerings at UW. Our undergraduates have successful career trajectories after their time at UW. We attract graduate students of the highest caliber: Wil Cocke is a PhD student in Math who is also a cadet in the ROTC. Having completed 4 years of instruction in Urdu, he is now enrolled in Pashto in the fall to further broaden and deepen his understanding of South Asia. Ayal Weiner-Kaplow is an incoming MA student of International Public Affairs. Fluent in Nepali, he will enroll in Hindi to further his career goal of working in India and Nepal on disaster mitigation and recovery. Lindsay Pettit is a PhD student in the Department of Curriculum & Instruction. Having already studied multiple languages including Spanish and Arabic, she has been a FLAS recipient for Hindi. Her research on the impact of educational technology on language teaching in the K-12 classroom is set to benefit the field of world language teaching as a whole.

These examples evidence the impact of the presence of Title VI at UW on our students. At the end of the next four years we aim to have 1. secured increased institutional commitment to Hindi-Urdu to free up funds for additional critical language programming (**AP1**), 2. strengthened our current robust lecture and advising network to increase discussion of world affairs representing diverse perspectives, as well as visibility of government service as a viable career

opportunity (**AP1**), 3. provided the infrastructure for K-12 educators and Community College and MSI faculty to internationalize their curricula (**AP2/CP1**), 4. increased access to globalizing content to Community College and MSI students (**CP1**), and 5. ensured that students in our teacher education program are optimally exposed to international affairs and how to incorporate them into the curriculum (**CP2**).

B. QUALITY OF STAFF RESOURCES

1. Teaching Faculty and other Professional Staff: CSA faculty have in the past five years produced a total of 346 publications (a selection of which are showcased in the CVs in Appendix 1), 6 videos and films, and supervised 121 PhD and MA students. Appendix 1 evidences our faculty's high academic record and superior and broad-ranging language skills (many of our faculty boast 3 or more languages). Our faculty increasingly cross regional boundaries, within and without South Asia. CSA Director B. Venkat Mani is a scholar of migration, borders, and diaspora in a global comparative context. He explores migration in and of Europe, Turkey, and South Asia. Professor of Anthropology and former CSA Director J. Mark Kenoyer is an expert of archaeology in Pakistan and India, but is also involved in projects in China and Oman. Professor of History Viren Murthy is explicitly trans-Asian in focus, specializing in the history of pan-Asian movements from Japan through India. Dr. Sumudu Atapattu of the Human Rights and Global Legal Studies programs works on climate and environment in India and Sri Lanka. All of our language teaching staff either hold PhDs or are doctoral students and all benefit from ongoing pedagogy to ensure their methods and standards are up-to-date (see p.12). The addition of a dedicated Hindi-Urdu pedagogy specialist, Sarah Beckham [*Bgt 13*], has greatly enriched our language program. **Professional Development Opportunities:** CSA maintains membership in the American Institutes of Afghanistan, Bangladesh, Indian, Pakistan, and Sri Lankan Studies

and the Association for Nepal and Himalayan Studies, providing opportunities for faculty to compete for overseas research grants. (Three of these overseas research centers are in fact hosted on our campus.) Other professional development opportunities are provided to CSA faculty through UW-Madison Course Development Grants and Sabbaticals. The Wisconsin Alumni Research Foundation funds our faculty for research and travel. UW also offers participation in specific teaching communities, such as Blended Learning and Teach Online, in which particular areas of teaching are explored. In the next four years, CSA will fund travel for faculty wishing to strengthen linkages with Institutions of Learning in South Asia, and explore internship and study abroad opportunities for UW students. CSA offers professional development opportunities for language instructors by funding participation in workshops such as the University of Chicago Mellon Hindi-Urdu OPI workshop (2017) and the pedagogy workshops on “Reverse Design and Innovative Pedagogy (2017)” [Bgt 32]. **Teaching, Supervision, and Student Advising:** Most CSA-affiliated faculty are required to teach two courses per semester and maintain office hours each week to meet with graduate advisees and students in their courses. Generally, this will be a minimum of 4 hours per week or 60 hours per semester. MA and PhD advising involves regular meetings and reading proposal and drafts; total advising time averages around 90 hours per semester per faculty. **2. Staffing and Oversight Arrangements:** CSA Associate Director Lalita du Perron (PhD, SOAS, University of London) is the Faculty Liaison for the UW-in-India Study Abroad program and Academic Director of SASLI and SAFLI. She serves on the steering committee of the UW Human Rights program. CSA Outreach and Conference Assistant Bradley Grochocinski holds an MA in French and previously worked in the field of Study Abroad. SASLI and SAFLI Administrative Director Laura Hammond (MBA, University of Wisconsin-Whitewater) serves as the US Director for AIBS and AIPS. She has extensive work and travel

experience in Bangladesh and Pakistan. Language Pedagogy Specialist Sarah Beckham (PhD, UW-Madison) teaches one level of Hindi and supervises and guides the Hindi, Urdu, and Pashto teaching staff. She provides training and consultation to the language instructors, observes their classes, and advises the instructors on developing teaching materials and teaching methods. She has been the key developer of the Blended Hindi program that was piloted at SASLI in 2017 and will be scaled up into the AY in Fall 2018. There are currently three full-time staff in the Library who handle items pertaining to South Asia. The Bibliographer, Todd Michelson-Ambelang, orders items, teaches courses, gives lectures, and acts as liaison to CSA and affiliates. Along with staff in the ordering and cataloguing sections is a Diversity Resident Librarian, Maij Xyooj (Mai Xiong), who is focusing specifically on South Asia with an emphasis on Indigenous populations. There are two part-time administrative staff members in CSA: a financial specialist and a program assistant. Importantly, we benefit from staffing in the Institute of Regional and International Studies (IRIS), who provide us with five cross-regional Assistant Directors in advising, awards, budget management, event planning, and outreach, as well as with Program Assistant support. The Faculty Director of IRIS is Professor Ellen Sapega. The CSA Director is elected every four years by CSA faculty and appointed by the Dean of the International Division (ID). Oversight of the center's activities is provided by the Faculty Advisory Committee, which currently includes professors from Geography, the Law School, Asian Languages and Cultures, and Agriculture and Life Sciences. The South Asia Bibliographer also serves on the Advisory Committee. The Conference Committee and FLAS Committee provide oversight of other CSA activities. For outreach, CSA is aided by a Teacher Advisory Panel (TAP), made up of ten K-12 teachers and the Assistant Director for Outreach. TAP approves CSA's outreach programming. Research and Sponsored Programs has approved the enclosed Title VI budget proposal. **3. Non-**

discriminatory Employment Practices: All position vacancy listings at UW include the following notice: “UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.” The application process for academic staff, civil service, faculty, or student positions is “blind” in that no information is requested regarding race or ethnic minority, religion, gender, disabilities, or sexual orientation. Applicants are ranked and selected on qualifications only. All new hires include a written report to HR to show that we have complied with equal opportunity/affirmative action requirements. Du Perron chaired the ID Equity and Diversity Committee from 2016-2018, and organized Implicit Bias training for all ID staff. Our office currently employs 4 women and includes 2 minority staff and a senior citizen.

C. IMPACT AND EVALUATION

1. Impact on the university, community, region and the nation: In the past eight* years UW has contributed to the pool of US specialists on South Asia through the training of the following numbers of students in Asian Studies Majors and the UG Certificate in South Asian Studies:

2010-18	Bachelor’s Degrees		MA Degrees	Doctoral Degrees
	Major	Certificate	Major	Major
# of students	64	68	73	45

* We have given stats for the past eight years here as the Department has been restructured for the last 4 years and so the numbers of the last 4 years are not truly representative. With the new South Asia track (see section H) in place for Fall 2019 enrollments are set to significantly increase.

In the last five years, 68 students from across the nation have completed the UW-in-India program, including language study and completion of an individualized research project. ALC has improved the pool of US language-specialists by training students in elementary to advanced levels of Hindi (236) and Urdu (87) in the academic year.

SASLI has contributed to the pool of language specialists in the last ten years by training a

total of 782 students in the following languages, most of which appear on the Areas of National Need lists: Bengali (36), Gujarati (7), Hindi (296), Malayalam (3), Nepali (6), Pashto (29), Sanskrit (114), Sinhala (25), Tamil (63), Telugu (21), Tibetan (48), and Urdu (134). The ratio of undergraduate to graduate at SASLI is ~35-65.

Surveys of the past four years show that our Annual Conference on South Asia has tremendous impact: 97% of respondents said they would return, and 96 % indicated that they would highly recommend the conference to others. 94% of respondents said they were very satisfied or satisfied with the quality of the panels. Our international impact is shown by the fact that 27% of attendees in the last four years travelled to Madison from abroad. Many of the speakers for the Conference Keynote and Plenary (which are free and open to the public) are public figures coming from diverse backgrounds, with appeal to a wide range of communities.

The SWEPT survey discussed below shows that, of NRC alumni who responded, 19% are in government service, 21% work in private business, and 58% have careers in education.

Tables I.1-3 (p.40) detail the impact of CSA programming in the last four years. CSA regularly receives requests for impromptu outreach and all CSA staff and faculty are willing to present to the community-at-large on South Asia-related topics of their expertise. **2. National Need:** Since 2012 UW-Madison has been a host site for Project GO (Global Officer), a DoD initiative aimed at improving the language skills, regional expertise, and intercultural communication skills of future military officers. Project GO offers funding to ROTC students for summer domestic language study and AY and summer study abroad. The Hindi-Urdu pedagogy specialist serves on the Steering Committee and Selection Committee of Project GO.

Our weekly lecture series regularly includes speakers addressing issues of national security with diverse perspectives: in the past 4 years we have had lectures on riots in Gujarat, elections

in India and Pakistan, air pollution in South Asia, disaster management in Nepal, corporate social responsibility in India, violence against women across South Asia, terrorism, solar power, education in Pakistan, Hindu nationalism, jury trials - and this is just a small sample. In 2016 and again in 2018, we were fortunate to be able to feature the Hon. Faisal Tirmizi, Consul-General of Pakistan in Chicago, in our student and community programming. All CSA lectures are free and open to the public and most are recorded and uploaded onto the internet, available to all. Our brand new YouTube channel already has 64 subscribers; our target for the next year is 200.

All of the UW Digital Collections have open access, such as the Bhopal Archive (administered by the Law School) and the South Asian Feminist Poster archive. These legal, political, and historical archives are free and open to everyone. **3. Equal Access:** Diversity is integral to UW's vision, which builds on pre-college programs and financial aid to recruit and retain students from under-represented groups and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. CSA remains vigilant in providing equal access and treatment for eligible students and program participants. To comply with Section 427 of GEPA, we have consistently followed a policy to promote the full realization of equal access and opportunities for minorities, women, and persons with disabilities. (Please also see our separate GEPA 427 statement.) Our Vice Provost for Diversity and Chief Diversity Officer ensures that non-discriminatory practices are upheld at all levels at Wisconsin. The University complies with Title IX and Clery requirements. **Comprehensive Evaluation Plan:** In 2010 with other UW NRCs and funding from the ID and the Provost's office, we created the Standardized Wisconsin Evaluation Plan for Title VI (SWEPT). Created by UW Sociology Professor Ted Gerber, a survey design specialist, this plan led to the creation of two replicable surveys, each carried out at intervals described below. *The Global Learning Outcomes at*

Wisconsin Survey (GLOWS) surveys all sophomores and seniors currently enrolled at UW to measure the on-campus impact of the programming of UW NRCs. Its plethora of questions go to the heart of student engagement with our center: knowledge of center programming and courses, use of FLAS and other fellowship opportunities, international career ambitions, study abroad plans and experiences. The second survey, the **Area Studies Alumni Survey (ASAS)**, surveys all known graduate alumni of all UW NRCs to obtain their sense, after establishing themselves in careers, of the value of each facet of the programming of the center: advising, language courses, area studies courses, FLAS and other fellowships, lectures and workshops, etc. In addition, ASAS obtains quantifiable data on the careers and international engagements of graduate alumni at various stages of their post-university lives. We conducted ASAS in Fall 2011. Its results are encouraging: 50% of recent graduates who had some interest in international affairs were aware of CSA (the highest percentage of all NRCs, in fact). In terms of language and cultural events, CSA ranks high both in terms of attendance and evaluations of quality. In addition, we are working with the Wisconsin Language Roadmap Initiative (see p. 21) to improve and innovate our students' preparation for careers in government and business. By design, ASAS repeats on a ten-year cycle, meaning that we will administer ASAS 2 in 2021. A ten-year cycle for a survey of alumni is most appropriate because it captures graduates at various phases of their careers.

GLOWS, our survey of current sophomores and seniors, happens more frequently because we adjust our programming to the actual needs and perceptions of current students. Thus, we administer GLOWS every three years. GLOWS 3 will occur during the next grant period in 2019. Data, findings, and evaluation plans developed from GLOWS 1 and 2 are discussed below.

Impact and evaluation are about devising systems for measuring programming effects and modifying plans in light of results and the foregoing brief description of SWEPT shows that we

have a solid impact evaluation system in place. Our plans for 2018-22 build on this system. We have presented SWEPT in a multitude of settings, including twice to IFLE staff and once to an assemblage of the directors and staff of all funded NRCs nationwide, to very positive acclaim.

The cornerstone of our evaluation plan in this grant period is to administer GLOWS 3 in 2019 and ASAS 2 in 2021. This work will be done by the Wisconsin Survey Center under the supervision of Professor Gerber. We in CSA will use results to adjust future programming.

In addition to SWEPT, we evaluate Teacher Training Programming via participant surveys and listening sessions. All SASLI classes have instructor and TA evaluations twice in the course of the summer. SASLI requires every eligible student to submit to pre- and post-institute ACTFL Oral Proficiency Interviews (OPIs). We comply with protocol to measure pre and post-course language proficiency for all FLAS fellows as well as track FLAS fellows post-graduation. In the 2018-22 cycle, we will evaluate alumni from the courses in the SoEd that we helped create in the last cycle and thus build on existing strengths to further solidify our collaboration. **Recent responses to survey data.** Table C.2 shows both how we were able to improve our programming after receiving the results of GLOWS 2 and how we plan to build on both GLOWS 2 and ASAS 1. The first line shows that we have not done so well increasing awareness of our activities among ALL undergraduates at UW. This is a challenge we will address in 2018-22 by actively reaching out to students all across the UW campus. Exposing ALL students to our programming and funding options remains a top priority. The increase in the number of FLAS applicants from the professional schools (see p. 20) shows that we are succeeding in reaching out beyond the Humanities.

Lines 2-4 show we were able to sustain or increase participation among those students aware of our existence: awareness of FLAS went up to one-third and 41% of those students aware of

our programming reported having been helped “somewhat or more” in their careers. 64% of students who know about us find our communication methods “effective”. We will improve on all these figures in the next cycle.

Table C.2. Aspects of CSA Evaluation Plan using SWEPT surveys

Goal	Metric	Baseline	Baseline Data Source and Date	Stats in GLOWS 2, 2016	Target	Target Assessment Data Source and Date
Increase awareness of CSA among ALL undergraduates	Undergraduates reporting some awareness of CSA	Current undergraduates: 15%	GLOWS 1, 2013	16%	Undergraduates: 30%	GLOWS 3, 2019
Increase knowledge of programming among those students aware of CSA	Undergraduates reporting our communications methods are effective	Current undergraduates: 64%	GLOWS 1, 2013	64%	75%	GLOWS 3, 2019
Increase participation of <i>undergraduates</i> in CSA activities	Sophomores and seniors who know of CSA reporting awareness of AY FLAS	Current undergraduates: 26.6%	GLOWS 1, 2013	32.2%	40%	GLOWS 3, 2019
Increase # of students who report being helped to look for a job	Undergraduates and alumni reporting they had been helped “somewhat” or more from CSA looking for a job after graduation	Current undergraduates: 32% ALL CSA Alumni: 24%	GLOWS 1, 2013 ASAS 1, 2011	41% n/a	Undergraduates: 45% All CSA Alumni: 40%	GLOWS 3, 2019 ASAS 2, 2021

5-7. National need placement and efforts to increase numbers: Our alumni records show that over 75% of graduate FLAS alumni continue into education, be that as lecturers, professors, or researchers. As all our FLAS languages address national need, our track record is high. We take the proposed career of FLAS Fellowship applicants into consideration when ranking applicants for awards. The FLAS Committee considers the need to train those students who will terminate at the Master’s degree level and contribute to the needs of US government and business, as well as education. In the last four years, we have awarded 48 summer FLAS awards for critical

languages and 34 AY FLAS awards for Hindi and Urdu, showing our impact on educating professionals in the languages in areas of national need. Among the FLAS alumni of the last 8 years whom we have been able to track, 23 are employed in the non-governmental sector or professional jobs (health, law, business, and journalism), 3 have entered into government work, 2 work in K-12 education, while the remainder have pursued academic careers and further studies. The 2010–14 FLAS Tracking Survey suggested that only 20% of FLAS alumni use their FLAS language in their work. At the Boren Convocation in DC in June 2018 there was an alumni panel, none of whose members attested to using their Boren language in their daily lives. However, all four alumni said their language skills had helped them obtain government employment and all felt they were using their intercultural skills on a daily basis. In other words, language study benefits students in multiple and not always predictable ways.

Over the past four years we have seen an increase in the number of FLAS applicants who are applying to UW-Madison for professional degrees. Some alumni stories are given in Table C.3. We would like to highlight two particular success stories as examples of how CSA has helped students become specialists in their field: Katie Jenkins was awarded her first FLAS (12-13) to study Pashto as an incoming MA student to the La Follette School of Public Affairs. In her second year, Jenkins met with an invited lecturer to CSA— Balasubramaniam Murali of the United Nation’s Development Program (UNDP) Regional Bureau for Asia & the Pacific - Afghanistan. At Murali’s encouragement, Jenkins applied for a summer internship with the UNDP and worked on various projects related to redevelopment in Afghan refugee camps in Pakistan. Jenkins was awarded another FLAS (13-14) to study Persian and a further FLAS for Pashto in 2014-15. She is currently a Civic Engagement Officer in local government.

Hannah Lider graduated in 2018 with a degree in Biomedical Engineering. In 2018-19, she

will be on a Fulbright scholarship working with the Women Wellness Initiative team at Barefoot College in Tilonia, Rajasthan to develop an effective, low-cost device for measuring hemoglobin as well as implementing a solution for digitizing health record storage. When Lider applied to Barefoot College as a potential research site, she was told that they have not much use for researchers who do not speak Hindi. Fortunately, Lider is a former FLAS student who completed 8 semesters of Hindi while at UW-Madison and so she was eminently qualified to pursue her project in India. We have listed a sample of other success stories below.

Table C.3 Examples of specialists as a result of FLAS			
Name	FLAS date / language	Study Program	Current career/Education
Adam Auerbach	2008-2010 Urdu	Political Science	Asst Professor, School of International Service, American University
Sarah Calhoun	2009-11 Hindi	Library Science	South Asia Asst Curator, Yale University
Vijay Limaye	2010-11 Hindi	Nelson Institute for Environmental Sciences	Science Fellow at the Natural Resources Defense Council (NRDC)
Rachael Goodman	2010-13 Hindi	Anthropology	Post Doctoral Fellow, Institute for Gender & the Economy
Lydia Greve	2013-15 Hindi	International Studies	Consultant, Gavi, the Vaccine Alliance, Geneva
Tahira Chaudary	2014-15 Urdu	International Public Affairs	Consultant, Dept of Public Instruction
Phoenix Rice-Johnson	2015-16 Hindi	Political Science	Research Associate, Brennan Center for Justice

Role models are an essential part of career guidance and so we aim to increase the number of alumni we bring to UW to speak to our students. As our SAFLI alumni start their government service, we will have a growing pool of speakers we can invite to talk about their language learning and work experiences. Our close collaboration with the Boren and Flagship programs means we have access to government officials who are willing to visit UW.

The Wisconsin Language Roadmap Initiative (WLRI) aims to ensure that Wisconsin's future citizens are able to effectively compete in interconnected global markets, engage with diverse local communities, and participate in professional and personal networks that cross

linguistic, cultural, and national boundaries. The long-term goals of the initiative are to prepare all Wisconsin students to be workforce- and community-ready with advanced proficiency in one or more languages in addition to English and, in doing so, enhance the economic competitiveness and vitality of the state of Wisconsin. Recommendation 2.2.d specifically states the need to “increase access to less commonly taught languages—including heritage, community, and Native American languages—based on business, community, and student interests and needs”. Joining forces with the WLRI ensures that our students will receive preparation for their future careers.

D. COMMITMENT TO THE SUBJECT AREA

1. Operation of the Center: The International Division (ID) took on the oversight of the Area Studies Centers (ASC) at UW in 2015, resulting in greater institutional commitment to South Asian studies by committing increased resources to Hindi-Urdu and by exploring increased long-term linkages with institutions abroad (Table D.2 below). In 2016, the Institute for Regional and International Studies (IRIS) was established as an umbrella for all the ASCs at UW. The ID pays CSA’s Associate Director’s salary and compensates the Director for his Center duties.

UW-Madison’s commitment to CSA’s subject area is shown in Table D.1:

Table D.1 Operation of the Center	Funding Source	Amount	% Institutional Support
Administrative salaries and benefits; technical support, supplies, equipment	International Division (ID)	\$ 204,000	83%
Teaching Staff	Funding Source	Amount	
Faculty salaries and benefits; recruitment	University colleges	\$ 4,875,000	100%
Faculty research leave (replacement instructors)	Graduate School	\$ 62,064	100%
Library Resources for the Subject Area	Funding Source	Amount	
GLS salaries and benefits	Library	\$ 154,000	100%
GLS acquisitions	Library	\$ 73,442	88%
Linkages with Institutions Abroad	Funding Source	Amount	
Study Abroad administration; scholarships	ID	\$ 1,890,000	100%
Center Outreach Activities	Funding Source	Amount	
Assistant Director for Outreach	ID	\$ 90,000	100%
Outreach Assistant	ID	\$ 61,200	50%
IRIS Outreach activities	ID/L&S	\$ 105,000	81%
Student Support	Funding Source	Amount	

FLAS tuition exceeding institutional payment	L&S, Graduate School, ID, Law School	\$ 310,000	100%
Teaching Assistantships, Project Assistants, Pre-dissertation Travel	L&S/ID	\$ 600,000	100%
Assistant Director for Advising	ID	\$ 90,000	100%
Assistant Director for Awards	ID	\$ 90,000	100%

2. Teaching Staff: UW-Madison has ~30 faculty and staff who are 100% dedicated to South Asia as well as an increasing number of faculty and staff who incorporate South Asia into their research and teaching. In addition, there are a further 13 South Asia-focused faculty in 5 campuses of the UW-System (including 1 designated MSI). The recent restructure of the Department of Asian Languages and Cultures (ALC) has lead and will lead to a number of new faculty lines, many of whom will cross regional boundaries to represent UW-Madison's vision of a truly global campus. In Fall 2019, ALC will start a brand new South Asia track, which will greatly increase enrollments in South Asian language and area courses. CSA's proposal for a cluster hire focusing on borders, diasporas, and, migration in the context of Modern South Asia will, if successful, lead to three new hires in ALC, History, and Political Science. In addition, we are working with Religious Studies on a new hire in Global and Sikh Diaspora studies. CSA envisions supporting Panjabi with Title VI funds to complement that new hire.

3. Library: The UW General Library System (or GLS) houses 10.13 million volumes. In 2017, the Association of Research Libraries ranked the UW-Madison libraries in 12th place in number of volumes held. The GLS has the country's largest staff of Area Studies bibliographers (9), commensurate funding, and an entire department in Central Technical Services to support acquisitions, a digital collections unit, as well as a technology department and a robust interlibrary loan unit.

Commitment to International Studies is very strong. The GLS acquisitions budget in 2017 was \$12,437,179. A total of \$1,457,864.50 is currently allocated for International Studies personnel in the libraries for collection development and technical services. The South Asia Collection is

described on p.26. **4. Overseas linkages:** Existing linkages with institutions in South Asia are facilitated through CSA's memberships (with UW support) of American Overseas Resource Centers such as AIPS, AIBS, and the Association of Nepal and Himalayan Studies (ANHS) (all hosted at UW-Madison as described above), the American Institute of Indian Studies (AIIS, on whose Board of Trustees Du Perron serves), the American Institute of Sri Lankan Studies (AISLS), and the American Institute of Afghan Studies (AIAS).

The Khorana-Bose Program (KB) was started at UW-Madison and continues to be overseen by a UW faculty, Professor of Biochemical Engineering Aseem Ansari. The objectives of KB are to provide US and Indian scholars with a transformative educational experience and to facilitate mutually beneficial public-private partnerships between the US and India.

A formal MoU with the University of Ukelaniya in Sri Lanka has been signed and we expect to start faculty exchanges in 2019. This is a new initiative supported by the ID.

Bibliographer Ambelang is collaborating with the University of Mumbai and the Jewish community in the city to digitize Indo-Jewish materials.

A table with a select list of linkages to institutions in South Asia is below.

Table D.2: CSA collaborations: select list of Institutions of Learning in South Asia		
Name of Institution	Place	Nature of Affiliation
Maharaja Sayajirao University	Vadodara, India	Research collaboration
Ayurveda University	Bangalore, India	Research collaboration
English and Foreign Language University	Hyderabad, India	Research collaboration
Lahore University of Management Sciences	Lahore, Pakistan	Research collaboration
SMI University	Karachi, Pakistan	Research collaboration
Banaras Hindu University	Varanasi, India	Study Abroad collaboration
Public Health Foundation of India (PHFI)	Delhi, India	Khorana Program; alumni connection
TATA Institute for Fundamental Research	Mumbai, India	Khorana Program; other collaborations
University of Mumbai	Mumbai, India	Indo-Jewish archive
University of Ukelaniya	Colombo, Sri Lanka	Faculty exchange starting in 2019

5. Outreach: Since the establishment of IRIS in 2016, a dedicated Assistant Director for

Outreach (paid 100% on University funds) overseas the Outreach programs of all NRCs. While each Center maintains staff with a regional focus, the institutional commitment to Outreach has increased significantly through IRIS. The CSA Outreach Assistant is 50% supported by University funds. Major interdisciplinary outreach initiatives, such as World Languages Day, are supported by institutional commitments. **6. Students:** UW-Madison supports graduate students through out-of-state tuition remission, teaching, research assistantships, and various fellowships such as the Scott Kloeck-Jensen Award, International Division Fieldwork Awards, and administrative Project Assistantships. CSA uses endowment funds to sponsor an annual pre-dissertation travel competition for all UW-Madison graduate students of South Asia. This competition often attracts students who were not previously aware of CSA's activities and so enhances our networks across Schools and Colleges. In recent competitions, we have funded graduate students in Education, Environmental Sciences, and Nutrition. UW-Madison provides substantial institutional funding for students in MA and PhD programs who are focusing their studies on South Asia. With the current uncertainty regarding funding for the 2018-22 cycle, we were fortunate that the UW Graduate School, in collaboration with the ID, was able to guarantee funding for 4 graduate students in each current NRC for 2018-19 in case of non-renewal of FLAS funding. With this support, all current NRCs, including CSA, were able to make awards to graduate students, ensuring both retention and attraction of highly qualified students.

In addition to the support described above, qualified graduate students are eligible for University Fellowships, Chancellor's Fellowships, Dissertator Fellowships, Advanced Opportunity Fellowships (for minority students), Vilas Fellowships, and Wisconsin Distinguished Graduate Fellowships. CSA students are able to secure funding from the American Overseas Research Centers programs for language study in Bangladesh, India, Sri Lanka, and in

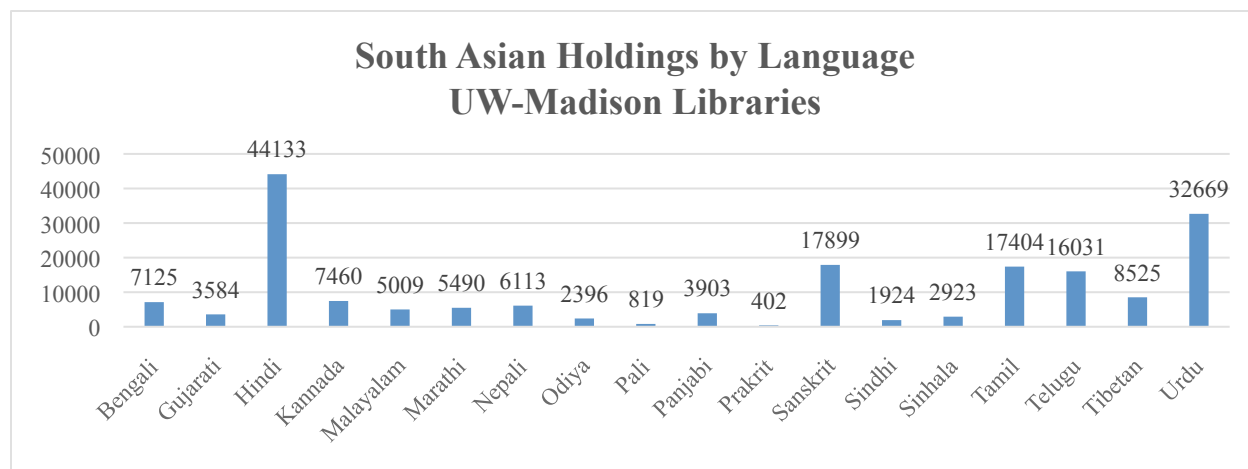
Pakistan through the Berkeley-AIPS Urdu Language Program in Pakistan (BULPIP). The newly expanded Fulbright-Nehru Fellowships in India and other South Asian countries are also available to advanced graduate students. On average, 2 UW-Madison students travel to South Asia each year on Fulbright fellowships, though this number is 3 for 2018-19.

UW currently has 15 Student Organizations focused on South Asia, such as the Indian Students Association, Bangladeshi Students Association, Pakistani Students Association, the Hindi-Urdu Language Association, and the Sikh Students Association. All these associations are open to and welcoming of students of South Asia, regardless of their ethnic background or religion. We invite these organizations to advise us in our programming so that we can be confident that we are meeting the needs of all our students.

E. STRENGTH OF LIBRARY

1a. Library Holdings and financial support: In the past four years, the Library holdings for South Asia have increased to ~413,000 volumes with support from the University and from CSA. 44% of the South Asian imprints (183,200) are in one of 17 South Asian languages (table E.1). Current collecting focuses on Hindi, Urdu, Tibetan, Pali, and Sanskrit acquired primarily through the US Library of Congress Field Offices in New Delhi and Islamabad. The Library maintains over 1100 serial titles from South Asia with many related titles coming from the US and Europe; subscriptions to these serials are increasingly becoming electronic-only.

Table E.1: South Asian Holdings by Language



In 2014 the South Asia Collection of the General Library System acquired the South Asia Archive database, developed by Taylor and Francis. This database contains millions of pages of digitized primary and secondary materials in a diverse range of subject areas on South Asia (humanities and social sciences) in a mix of English and vernacular languages dating back to the start of the 18th century up to the mid-20th century. UW-Madison was the first US institution to have this valuable resource for which various and relevant departments and schools, like the Law School, agreed to cost-share. Other archives are mentioned on page 16.

The General Library System (GLS) supports the South Asia collection with a personnel budget of ~\$150,000. CSA allocates funds for the acquisition of highly specialized resources. In addition to purchasing materials, the Library continuously benefits from donations of books, films, slides and other forms of media. For example, a major bequest of Tibetan artifacts and books was made to the Library in 2016.

The South Asia Bibliographer, Dr. Todd Michelson-Ambelang, has an MA in Library and Information Studies, as well as an MA in Scandinavian Historical Linguistics and Language Policy and a PhD in Scandinavian Philology and Disability Studies. His education in linguistics, dialectology, and culture of language has allowed for him to investigate the complex aspects of

subcontinental languages as well as focus on the under-represented, such as indigenous people, minority languages such as Judeo-Marathi (a language of the Jewish population of the Mumbai area), as well as minority religions, such as South Asian Judaism and Sikhism and South Asian Languages in diaspora. Ambelang visits undergraduate classes to let students know of his existence and willingness to help them find information. In the electronic age, such personal contact has proved meaningful to our students. **1b. Reciprocal access to information:** The UW Libraries have a number of cooperative arrangements as set out in Table E.2.

Table E.2 UW-Madison Library co-operative arrangements	
South Asia Open Archive (SAOA)	a consortium that seeks to preserve and make available rare materials from South Asia in micro-format
Urdu Research Library Consortium (URLC)	a consortium that purchases, preserves and makes available unique Urdu language materials within South Asia; to date URLC has purchased the Abdul Samad Khan Collection (currently housed in Hyderabad, India) and the Mushfiq Khwaja Collection (currently housed in Karachi, Pakistan)
Digital South Asia Library (DSAL)	from funding part of the <i>Guide to the Indexing of South Asian Periodical Literature</i> through which it is linked
Committee on Institutional Cooperation (CIC)	cooperation amongst the “Big Ten” universities and the Universities of Chicago and Illinois at Chicago
Council of University of Wisconsin Libraries (CUWL)	providing cooperation across the University of Wisconsin state system
Center for Research Libraries (CRL)	in addition to facilitating projects such as SAOA, this provides unique acquisitions and access services such as the “Demand Purchase” and “Shared Purchase” programs

In 2005, the Library began a project with funding from multiple sources and through collaboration with the **Digital South Asia Library** that led to the development of the *Guide to the Indexing of South Asian Periodical Literature*. This freely available resource now contains ~10,000 entries in all South Asian languages (<http://digicoll.library.wisc.edu/SouthAsiaIndex/>). The multilingual web-based index, the *South Asian Periodical Index* (SAPI) is online (<http://digicoll.library.wisc.edu/SAJournals/>). Both these websites are being rehoused as part of a restructuring of infrastructure. The UW’s InterLibraryLoan (ILL) service is one of the library’s most utilized services; UW is one of the country’s largest ILL lending libraries. ILL offers free access to materials needed for coursework and scholarly research which are not available within

the UW-Madison or UW System collections. **Access:** The GLS collections are open to the public. In addition to agreements for affiliates of UW-System schools, borrowing privileges are extended to state, county and city employees, affiliates of local colleges, faculty from WI's private colleges and K-12 educators. For a nominal annual fee, Wisconsin residents and corporations can also gain borrowing privileges. CIC-affiliated graduate students and faculty can avail themselves of reciprocal access and borrowing privileges.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

1. Courses in Professional Schools and Programs: CSA faculty are directly or indirectly linked to all major fields and disciplines in the University. Courses relating to South Asia are taught by 51 faculty and staff in 30 departments (Appendix 2). UW-Madison offers close to 100 non-language courses that include at least 25% South Asia content, including in several of UW's professional schools. In 2015, two new courses were established in the SoEd with input and budgetary assistance from CSA: Globalization and Teaching: Dimensions for Curriculum Planning, aimed at both undergraduates and graduate students and Globalization, World Regions, and Globalizing Education, a course for incoming undergraduates who are considering becoming K-12 teachers. In the 2018-22 cycle, we will evaluate alumni from these courses and build on existing strengths to further solidify our collaboration with the SoEd (**CP2**) as well as explore internationalizing the Secondary Teaching MA. The MBA in the School of Business offers a Marketing and Business option that includes an annual trip to India and the new International Business Major includes a South Asia track. **2. Interdisciplinary Courses:** Many of the faculty who specialize in South Asia have joint appointments or teach interdisciplinary courses that meet the requirements of two or more departments. For example, CSA Director B V Mani's course "From Gutenberg to iPad: Books, World, Literature" combines history of science, literary

criticism, sociology, education and literacy, disability studies, and race and ethnicity. CSA Associate Director Du Perron's online class "Contemporary Indian Society" is cross-listed in Asian Languages and Cultures, History, Sociology, Geography, and Political Science. All these courses also fulfill Gen Ed requirements. There are a number of interdisciplinary centers and programs on campus, such as the Center for the Humanities, which regularly feature South Asia-focused events and hosts Fellows from South Asia. We currently have two South Asia-focused post-doctoral Mellon Fellows on campus whose CVs are included in appendix 1 (Lhost and Amstutz). The Human Rights Program (HRP) at UW-Madison combines a new research agenda with institutional innovation to deepen cross-regional and interdisciplinary research for faculty as well as educational opportunities for students across campus. Du Perron serves on the HRP Steering Committee. **3. Teaching Faculty and instructional assistants:** almost all our faculty teach both undergraduate and graduate courses in addition to leading graduate seminars and advising PhD students. Many of our graduate students have the opportunity to build their teaching experience and so enhance later employment opportunities through our Teaching Assistant (TA) program, which employs numerous South Asia-focused students per year. **Pedagogy Training:** ALC Hindi-Urdu Pedagogy Specialist Sarah Beckham supervises, trains, and provides ongoing support to the South Asian language TAs in performance and proficiency based instruction. UW policy mandates that all TAs take pedagogy training before and throughout each semester. TAs for non-language instruction are provided additional guidance from faculty during the semester. CSA provides support for language instructors to participate in workshops and has requested this for the upcoming funding cycle. The annual campus-wide Teaching and Learning Symposium provides an opportunity for the UW instructional community to share best practices and discuss new learning and teaching practices and theories in a forum

dedicated to enriching the student learning experience. **4. Specialized course coverage:** CSA faculty offer in-depth coverage of South Asia in courses in their respective programs and departments. The newly re-created Department of Asian Languages and Cultures (ALC) is responsible for South Asian language instruction. From 2019 onwards, the Department will offer a brand new South Asia track in its major (Table H.1). Many departments and schools count more than one South Asianist among their faculty. Our Honorary Fellows Program (supported in-kind by the ID) regularly brings South Asianists to UW-Madison who share their expertise with our students in our weekly lecture series and in guest lectures in specific courses, allowing all students access to leading scholars in the field. CSA recently proposed a cluster hire focusing on Borders, Diasporas, and Migration. With specialization in Modern South Asia, the new hires would be based in the following departments: ALC, History, and Political Science. We expect to have a response from the Dean's office to the proposal by early Fall 2018.

G. QUALITY OF LANGUAGE INSTRUCTION:

1. Languages Offered: UW prides itself on its campus-wide language instruction. Just recently, UW was ranked the second in the nation and first among public universities for innovative foreign language learning by The Best Colleges, a college ranking website. According to their website, UW-Madison was awarded this honor because of its position as “a leader in foreign language education and research.” The rankings by The Best Colleges also emphasized UW's Language Institute, a center to support research and outreach related to the study of language.

ALC currently offers 4 modern (Hindi, Urdu, Tibetan, and Persian) and 2 classical (Sanskrit and Pali) languages during the academic year. At the present time, all language learning in South Asian languages during the AY takes place on campus in a traditional classroom setting, but Fall 2018 will herald the piloting of a Blended Hindi course which uses the Flipped Classroom

model. **South Asia Summer Language Institute (SASLI):** CSA has hosted SASLI since 2003, when it was developed by a joint action of the Title VI South Asia NRCs in cooperation with the DoEd. SASLI is a consortium external to UW-Madison dedicated to training students, faculty, and professionals in the languages of South Asia. In 2018, seven modern languages (Bengali, Hindi, Pashto, Sinhala, Tamil, Tibetan, Urdu) and one classical language (Sanskrit) are being offered at the elementary and (for some languages) intermediate and advanced levels. CSA is directly involved in the management, development, and improvement of language offerings at SASLI and the CSA Associate Director serves as the Academic Director. SASLI includes distance learning for a select number of students who, for well-documented reasons, cannot be physically present in Madison. **Student Enrollments:** The AY enrollments in Hindi-Urdu are shown below. The FIG taught by Du Perron (last taught 2016, and again offered 2018-19) tends to have a positive impact on language enrollments. SASLI enrollments are given on page 15.

Language	2014-15	2015-16	2016-17	2017-18
Hindi	53	59	82	42
Urdu	22	21	28	21

2. Levels of language training: Most languages taught during the AY are offered at four levels: years 1-3 and advanced readings, taught in the target language. Students who wish to study languages at the intermediate and advanced levels must take language proficiency tests. In the AY, students in the PhD program must pass a language proficiency exam that is required as part of the preliminary exam process before advancing to dissertation candidacy. During each semester, language conversation tables are organized outside of class time for students at all levels to gain practice in speaking the target languages. During SASLI, languages other than Hindi-Urdu are only taught at the elementary and intermediate levels in order to encourage students to enroll in advanced training through programs in South Asia itself. While there are no non-language classes taught solely in South Asian languages, the overlap between language and

area studies students is such that instructors regularly refer to common practices and terminology in any of the languages we teach. **3. Number and Pedagogy Training of Language Faculty:**

All South Asian language teaching in ALC is by TAs and lecturers who are guided by the Hindi-Urdu pedagogy specialist. The Hindi and Urdu instructors also benefit from the presence of Dr. Erlin Barnard, who coordinates pedagogy training for other LCTLs during the academic year.

All language instructors are required to attend regular seminars on a variety of pedagogy topics that incorporate the latest methodologies for communicative and performance-based teaching.

In 2017, SASLI became part of the newly-founded Wisconsin Intensive Summer Language Institute (WISLI) which incorporates all summer institutes on the UW campus. WISLI Director Felecia Lucht holds a PhD in Second Language Acquisition and has taken control of the pre-service pedagogy training for all summer language instructors. She is assisted with regional expertise by the SASLI Academic Director and Hindi-Urdu pedagogy specialist, who conduct follow-up pedagogy sessions throughout the summer. Lucht has experience as a higher education language instructor and has trained many postsecondary language teachers. As a result of regular pedagogical training, language instructors during the academic year and in SASLI are able to use new and varied teaching strategies based around performance and proficiency. CSA also promotes awareness of programs and conferences such as the South Asian Language Teachers Association (SALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL), and provides financial support for instructors to attend wherever possible. 4.

Performance-based instruction, resources and language proficiency: ALC language instructors and the pedagogy specialist work closely together to utilize the most effective and up-to-date teaching methods, with specific implementation of performance-based approaches with measurable proficiency outcomes. All instructors use materials and classroom strategies

designed to provide students with competency in reading, writing, speaking, and aural comprehension. In addition to in-class teaching, the development of computer-based exercises and the availability of online exercises, as well as newspapers and videos allow students to practice their language abilities anywhere on campus. Instructors are aided in these endeavors by Learning Support Services (LSS). The successful implementation of language conversation tables for each of the languages taught during the academic year has allowed students to interact with native speakers and improve their speaking and aural comprehension. Teachers are encouraged to arrange extra-curricular activities to provide cultural context and an authentic setting for using the target language.

H. QUALITY OF CURRICULUM DESIGN

1. Undergraduate Instruction: UW-Madison ranked 12th among US public institutions for 2017 in the US News and World Report rankings. The same year, the university ranked 28th among world universities, according to Shanghai's Jiao Tong University's Academic Ranking of World Universities, and 21st within the United States. With over 2,100 faculty members, a student-to-faculty ratio of 20 to 1, and just 30 students in the average class, students benefit from a personalized education. Students of South Asia at UW can choose from almost 100 courses in 30 departments to fulfill their major, minor, or certificate requirements. Below are the requirements for the brand new South Asian track in the Dept of Asian Languages and Cultures, as well as those for ALC MA and PhD programs.

Table H.1. Asian Languages and Cultures BA South Asian Degree Requirements	
ALC Undergraduate Degree: South Asian Studies Track	<ul style="list-style-type: none"> • Introductory "Gateway" Course—ALC 100 (3-cr) • Intermediate South Asian Language Courses—two-three courses (min 8-cr) • Breadth: South Asian Social Science Elective—three courses (9-cr) • Breadth: South Asian Humanities Elective—three courses (9-cr) • Capstone Experience—one 300-level+ South Asian course or presentation at ALC Undergraduate Asian Studies Student Symposium (3-cr)

The Undergraduate Certificate in South Asian Studies remains administered through CSA:

Table H.2. Undergraduate Certificate Requirements	
South Asian Studies Certificate	<ul style="list-style-type: none"> - 21 credits - 1 - Introductory course- 3 credits - 1 - Advanced - 500-level or above course -3 credits - Maximum 6 credits of language

UW-Madison offers a type of course cluster known as FIG: a first-year interest group. A FIG consists of a maximum of 20 incoming undergraduates who take three courses together in their first semester at UW-Madison. The professor of the main course, which only includes the FIG students, serves as a mentor to the students for that semester. The 2 other courses are often larger classes in which the 20 FIG students have their own section and TA. FIGs are an enormously popular way of encouraging new students to explore topics they might otherwise shy away from and often include a language component. CSA Associate Director Lalita du Perron teaches a FIG “Gender and Sexuality in South Asia” which is linked with Cultural Anthropology and first-year Hindi/Urdu. ALC Professor Gudrun Bühnemann teaches a popular FIG on yoga.

A major curricular initiative with the SoEd (**CP2**) for first-year undergraduates conceptualized during the previous funding cycle came to fruition in 2015: a FIG for first-semester students who are future K-12 social studies teachers and who therefore expect in their sophomore year to apply for admission to the SoEd. The faculty leader of the “Globalization and Teaching: Dimensions for Curriculum Planning” FIG is Professor of Curriculum & Instruction Margaret Hawkins. The course explores the history and current practices of integrating international studies into K-12 social studies curricula and classrooms, especially in light of common core and other curriculum developments. The two other FIG courses taken by the group are Cultural Anthropology and Introduction to International Studies.

We run a 1-credit International Studies course for undergraduates to incentivize students

to learn more about South Asia. This course, which consists of undergrads attending the CSA weekly lecture series and then producing a 1-page response per week, is incredibly popular and fills up every semester. Students from STEM fields are particularly keen to enroll in this class as it provides them a relatively easy opportunity for Humanities and International Studies exposure.

CSA is involved in developing online courses to reach a wider audience than can be achieved in the traditional classroom. Du Perron designed a survey course, “Contemporary Indian Society,” – a revamped version of a traditionally-taught class that has been available for over 50 years – which was first taught in Spring 2015 and which is open to all UW-System students, including seven MSIs (CPI). Since 2015, over 300 undergraduates have taken this class. **2.Academic and Career advising:** UW has a strong tradition of student advising that begins with SOAR (Summer Orientation, Advising and Registration), when students are introduced to the University for the first time. CSA, ALC, and the Language Institute provide annually updated informational materials on South Asian Studies that have drawn numerous undergraduates into language and culture classes and into the Undergraduate Certificate. The World Language Consultant at SOAR is himself a former FLAS recipient of CSA (Hindi).

The Writing Center at UW specializes in supporting undergraduates with their writing assignments; students can also apply to the Bascom Seminar writing intensives.

The UW Career Advising Service SuccessWorks is developing an International Careers Boot Camp (ICBC) in collaboration with the Area Studies Centers. The ICBC will be offered as a day-long workshop that will entail the following: (1) An introduction to “international” careers; (2) short presentations by on-campus representatives of SuccessWorks, the Language Institute, International Internships Office, Peace Corps, etc.; (3) Off campus resources – primarily web-

based – will be presented to students; (4) A discussion of best practices related to cover letter and resume writing for international careers; (5) An alumni career panel. [*Bgt 71*]

WISLI will hold bi-annual Career Fairs during summer, inviting multiple stakeholders including government agencies and local businesses such as the medical software giant Epic. Having this Fair in summer has the benefit of reaching students from universities all across the US, most of whom are not at NRCs and do not have access to the same level of federal support that we can showcase. The Fair would be open to anyone interested in learning about career opportunities with LCTLs. [*Bgt 60*]

Advising for the UG Certificate in South Asian Studies is done by the IRIS Assistant Director for Advising Csanad Siklos, in consultation with the CSA Associate Director.

UW-Madison regularly invites government agencies to campus, and CSA has sponsored and facilitated talks from the Central Intelligence Agency and the National Security Agency.

3.Training Options for Graduate Students: Graduate students who wish to focus on South Asia can do so through the 51 faculty and staff in 30 departments who work on and teach about this region. CSA has awarded FLAS to a number of students in Professional Schools (see p. 20.) The new South Asia track in the International Business Major was discussed on p.3. ALC offers an MA that allows students to focus on advanced training in Languages and Literatures, Civilizations and Cultures or Religions of Asia (see Table H.3). For doctoral students, ALC offers the same three options with additional course requirements (see Table H.4).

An example of student engagement is the Mellon-Sawyer Seminar. Run by CSA Director Mani, this brought faculty and postdoctoral fellows in a variety of fields to UW where they actively engaged with our graduate students. In 2016-17, an historian of South Asia, J. Daniel Elam, was one of the Mellon-Sawyer Fellows.

Table H.3 Asian Languages and Cultures Master's Degree Requirements	
ALC MA Total Credits: 30	<ul style="list-style-type: none"> • At least 21 credits in Asia-related graduate courses in ALC or elsewhere on campus. • At most 9 credits of other graduate courses as approved by the advisors. <p>6 semesters of study of an Asian language or 4 semesters of study of two Asian languages, or the equivalent level of proficiency as established by examination by department faculty and staff.</p> <ul style="list-style-type: none"> • Student may select to revise two research papers completed during their graduate student and give an oral presentation to the committee; or submit a thesis and give an oral presentation to the committee.

Table H.4 Asian Languages and Cultures Doctor of Philosophy Requirements	
ALC PhD Total credits: 51 (30 from MA above)	<ul style="list-style-type: none"> • At least 15 credits in Asia-related graduate courses in the department or elsewhere on campus • At most 6 credits of other courses as approved by the advisors. • Preliminary exam must be taken one semester after completing coursework. • A dissertation must be approved within one year after completing preliminary exams. An oral defense of the proposal will be evaluated by the committee. • Students have five years to defend and deposit final doctoral dissertation.

FLAS: In 2009 CSA organized the first Student Symposium where 2008-09 FLAS recipients presented papers on their research. This seminar, which has now been expanded to include undergraduate FLAS awardees, provides a unique opportunity to evaluate the progress of our FLAS recipients. We continue to hold these student symposia annually. [Bgt 45].

4. Research and Study Abroad: A number of Study Abroad programs are available to students who want to experience South Asia first hand. Enrollments are shown in table H.5. The sites of Varanasi and Delhi benefit from site visits by CSA staff: Director Mani, Associate Director Du Perron, Pedagogy Specialist Beckham, and SASLI/SAFLI Administrative Director Hammond have all visited the sites in the last 2 years.

Table H.5. # of students travelling to South Asia on Study Abroad programs				
Program/Academic Year	2014-15	2015-16	2016-17	2017-18
UW-In-India (Varanasi)	12	22	8	15
SAFLI	n/a	n/a	12	14
Program/Summer	2015	2016	2017	2018
Nepal Global Health	11	13	13	15
Sri Lanka Global Health	n/a	n/a	14	14
Delhi Language and Internship	n/a	n/a	n/a	14

The UW-Madison College Year in India program was started in 1961, with a language-training site in Varanasi. In 2010, the program was, in response to student feedback,

reconceptualized as “UW-in-India” to include semester-only options. Students from all US universities are able to attend. Summer of 2018 will see the inception of a brand new study abroad program in New Delhi, India. This 8-week program has two components: a language track primarily aimed at Project GO students (though all students are able to attend) and a new business and economics track. This track offers business internships and courses geared for business and economics students. In future years, the program will grow to offer an academic year offering. This will attract more business and economic students to choose India as their study abroad destination and will likely improve the pipeline for FLAS applicants. 14 students are enrolled for both tracks in the opening summer of 2018.

UW runs faculty-led Global Health tours of Nepal and Sri Lanka and a new course to India is in planning progress. Several UW faculty have established formal links to South Asian universities to carry out research and provide resources to graduate students. (see table D2).

Study Abroad at UW-Madison is encouraged by two scholarship programs: General Study Abroad Scholarships (which are open to all, though students indicating financial need will be given preference) and the Study Abroad Scholars program for which at least one of the following criteria has to be met: first-generation college student; first time abroad; need-based; STEM majors (science, technology, engineering, and math); cumulative GPA above 3.8. CSA has its own scholarship, the Joe Elder Study Abroad fund, which is administered by IAP.

The International Internship Office at UW-Madison administers worldwide internships. In the past 4 years, 16 UW-Madison students completed short-term internships in India and Nepal. Our main internships are a teaching internship at the Lady Andal Secondary School in Chennai, India; b. an NGO-internship at the Women’s Education Project in Madurai; and c. a Business Start-Up internship at the Somaiya Kala Vidya in Gujarat.

The Khorana-Bose program is described on page 24.

UW-Madison students can also participate in study abroad programs run by American Overseas Research Centers and Fulbright in South Asia. For example, Urdu language training is available in Lucknow, India through AIIS and in Lahore, Pakistan through BULPIP and Bengali is available in Dhaka through AIBS. With Title VI funding, we aim to invite our faculty to travel to South Asia to explore further internship and study abroad opportunities for UW-Madison students [Bgt 31]. All students are allowed to participate in non-UW programs. During that time, they do not maintain their registration on campus, but transfer the credit back to UW-Madison.

Through AIIS, our students can study language in India, and for summer study they are eligible for FLAS. (We accept AIIS FLAS applications from eligible students across the US, so students at non-FLAS granting institutions can also avail themselves of this study opportunity.)

Finally, the Peace Corps returned to South Asia in 2012 when it reopened its Nepal program. UW-Madison has a dedicated Peace Corps office and retains its position as the US's top producer of Peace Corps volunteers. **Summer Language Programs:** SASLI has been described at length in this proposal. Since 2017, SASLI has been part of WISLI (see p.33). WISLI has been offering a synchronous distance language program for students in special circumstances. With support from Learning Support Services (LSS) at UW, WISLI has developed a progressive approach to distance learning that works in any classroom on campus.

I. OUTREACH ACTIVITIES

Tables I.1-3 detail the impact of CSA programming in the last four years:

Table I.1 CSA Outreach data 2014-18							
Constituent	Teacher Training	K-12	Business	Newsletter	Concerts Exhibits Films	Public Lectures	Government Recruitment
# of Events	14	44	1	2	34	137	5
# of Participants	762	5401	15	3000	4903	5703	402

Table I.2 Social Media users		
Facebook	Twitter	YouTube
1332	620	64

Table I.3 Film and Publication Sales 2014-2018				
Books		Films		
Institutions	Individuals	Institutions	Individuals	International
45	76	152	15	8

1a. CSA and IRIS outreach have long and well-known histories of providing highly relevant professional-development opportunities to K-12 in-service and pre-service teachers and to the faculty and students of two-year, technical, and community colleges in Wisconsin and the upper Midwest. The mutually beneficial collaborative nature of IRIS outreach means that IRIS can draw on the expertise of each of UW-Madison's Area Studies Centers while allowing them to reach larger audiences than single-region programming can.

The tables below outline our projected programming for the next 4 years. CSA will organize a number of regional K-12 based events: three teacher training activities, four GEE0-focused teacher workshops, and nationwide South Asia NRC collaborations around the South Asia Book Award (SABA). We have been working with the travel organizer GEE0 (“we help teachers explore the world!”) to establish a short trip to India and Nepal aimed at all K-16 teachers. In 2017, we sponsored five K-12 teachers to travel to South Asia and provided them with pre-departure and post-return curricular support. We plan to repeat this opportunity in 2019 and 2021, with additional lesson planning to help teachers fully incorporate their experiences into their classroom materials.

The South Asia Book Award (SABA) is sponsored by the South Asia National Outreach Consortium (SANOC), whose member institutions are comprised of many South Asia NRCs, and several non NRC institutions with South Asia programming, across the US. Unique lesson plans have been written for many of the award titles and are a strong presence on the resource

page at the SABA website. To-date, more than 600 publishers, authors, academic institutions, government agencies within the United States, UK, Canada and South Asia are notified of the annual award and receive details about submission eligibility. SANOC proposes the following outreach activities to increase the impact of the South Asia Book Award: 1) **K-12 teacher and librarian staff training:** Members of the SABA award committee have agreed to present at national library and teacher conferences throughout the US. Presentations at all conferences seek to highlight the books, discuss ways that the books could be used in library programs and K-12 curriculum, and further highlight ways that the award titles support common core and global competency. 2) **Collaboration with Schools and Programs of Education:** Participating Centers will collaborate with their school/programs of education partners to work with pre-service teachers in English Language Arts or Social Studies to give them the context and skills to incorporate South Asia in their curriculum. Students will create lesson plans and activities around some of the recognized SABA titles. This will give the students the opportunity to include diverse books into their teaching repertoire and allow SANOC to expand the number of lesson plans that we are able to develop. Small stipends will be available for these students to travel to the professional conference mentioned in #1. [Bgt 48] 3) SANOC will collaborate with other Title VI outreach consortiums which sponsor books awards (e.g. Middle East Outreach Consortium, Outreach Council of the African Studies Association) to sponsor the Global Reads Webinar Series. This will be a once a year webinar series open to educators, education students, librarians, and the public to learn about diverse children's books. The objective of the series would be professional development and networking forum led by authors, reading specialists, and educators to present, discuss and build strategic plans related to teaching diverse literature in the K-12 classroom. [Bgt 72]

Table I.4 Planned 2018-22 K-12 Outreach activities through CSA at UW-Madison (section 1.a)

Title	Co-sponsors	Target Audience/s	Dates
What does it mean to be “Indian”: heritage and indigeneity (TT workshop)	Community partners; School of Education	K-16 teachers	2020
Love, marriage, and consent (TT workshop)	Center for Russia, Eastern Europe, and Central Asia	K-16 teachers	2021
Sikhism in the contemporary world	Oak Creek Sikh Temple, Middleton Gurdwara	K-16 teachers	2022
GEEEO pre-departure and post-return workshops	Global Exploration for Educators Organization (GEEEO)	K-12 teachers	2019, 2021
South Asia Book Award webinars and lesson plans	South Asia NRCs and SANOC members	K-12 teachers; pre-service teachers; community	Annual

Collaborating with the other ASCs in IRIS, we propose the following K-12 programming (approximate annual attendance numbers are included in parentheses). 1. Through our “International Introductions Roadshow” program, the IRIS Assistant Director for Outreach and a group of 5 or 6 presenters including at least one from CSA will visit schools throughout the State of Wisconsin to present on our regions and help teachers create internationalized common core compliant curricula. The WI DPI divides the state into 12 “Cooperative Educational Service Agencies” (CESA) and we will travel to four of these in the next 4 years (100). 2. The Global Youth Summit (GYS) is a biennial collaboration between IRIS outreach and the WI DPI. It brings high-school students and teachers to campus from districts where the Global Education Achievement Certificate (GEAC) is offered. GYS provides a 6-hour program on a Saturday with separate tracks for students (170) and teachers (50). 3. World Cinema Day offers hundreds of WI high-school students and teachers the chance to view a unique, international movie and to have a post-viewing discussion with an expert in the region where the film was made (400). 4. World Languages Day is an all-day event that brings ~ 700 high-school students and teachers to campus to learn about the wealth of international opportunities available here. 5. In March 2018, IRIS

received a Baldwin Seed Project Grant from the Office of the Provost. IRIS will utilize the funds to create a Discovery Box Subscription Service that will bring curated collections of cultural items (i.e. textiles, books, music, films) from around the world and lesson plans, assembled by IRIS area studies experts, to K-12 classrooms throughout the region free-of-charge for 3 months at the time. During the next four years, IRIS Outreach will build upon UW's financial buy-in for this program with the goal of curating 10 additional discovery boxes per year and, consequently, reaching 30 additional classrooms and over 1000 students per year. 6. Starting in November 2018, IRIS outreach will be in charge of all International Education Week (IEW) activities under the auspices of UW-Madison's International Division. Our annual IEW features a large-scale, on-campus event for K-12 students, a week-long IRIS international film festival, campus lectures by well-known speakers on a variety of global topics, international cultural events, a Peace Corps story slam, and other events to draw in as many people as possible from around the state (3,000). 7. The IRIS Teacher Advisory Panel/International Book Group consists of 10 middle and high-school teachers from the Madison Metropolitan School District (MMSD) and meets four times per year. At the meetings, we spend one hour discussing a previously circulated book with a regional expert and one hour talking with the teachers to learn about new developments in the MMSD and to discuss ways that IRIS outreach can be of service in local classrooms. 8. IRIS will continue to offer 10 competitive, mini grants to Wisconsin school teachers to help defray the costs of their attendance at the annual conference of the WI Council of the Social Studies (WCSS), the largest gathering of social-studies teachers in the state.

Table I.5 Planned 2018-22 K-12 Outreach activities through IRIS at UW-Madison (section 1.a)

Title	Co-sponsors	Target Audience/s	Dates
1. IRIS International Introductions ROADSHOW	Wisconsin Department of Public Instruction	K-12 teachers from outside of Madison Metropolitan School District	Yr 1: Baraboo (CESA5) Yr 2: Fennimore (CESA3) Yr 3: Ashland (CESA 10)

			Yr 4: Chippewa Falls (CESA12)
2.Global Youth Summit	WI Dept. of Public Instruction	WI high-school students and teachers	2020, 2022
3.World Cinema	Wisconsin Film Festival (WFF)	WI middle/high school students and teachers	2019, 2021
4.World Languages Day	Language Institute	WI high-school students and teachers	2019, 2021
5.IRIS Discovery Box Program	NRCs, Provost's Office	K-12 teachers and pre-service teachers and students	Ongoing
6.International Education Week	UW-Madison International Division, many others	K-16 educators and students, community, business, librarians, etc	Annual
7.IRIS Teacher Advisory Panel/International Book Group	Madison Metropolitan School District	MMSD Teachers	Annual
8.Mini-grants for WI teachers to attend WCSS	WI Council of the Social Studies	WI K-12 teachers and pre-service teachers	Annual

1.b 13 members of CSA's affiliated faculty are based at colleges within the UW-System which includes seven MSIs. 1.*The Global Studies Passport Program (CP1)* was discussed on p. 7. 2.The Annual Conference on South Asia organized by CSA is in its 48th year and is now the premier gathering of South Asian scholars in the world. In order for MSI/CC teachers to connect with scholars of South Asia in a gathering that would not automatically be on their radar, we will invite up to 3 teachers to the Conference each October. All faculty at MSIs and Community Colleges are eligible to attend the Conference as an effective way of collaborating with educators from all over the globe, thereby enriching their curricula (**CP1**). 3.The annual summer teacher workshops were discussed on page 6. 4. The CCMTI is an annual two-day master teacher institute for CC faculty and is co-sponsored by the University of Washington's Center for Global Studies and by Madison College (35). 5. In addition to the workshops described on p. 7 we will support the internationalizing work at CMN by sponsoring their faculty to present at the UN Permanent Forum on Indigenous Issues. When we have speakers in our weekly lecture series

whose research pertains to the CMN and Lac Court Oreilles Community College (LCO), we will sponsor them to travel to these MSIs to present on their work and engage in conversations with experts on Native American indigenous matters for a true exchange of ideas and perspectives. 6. AIIS is holding special tours of India aimed at CC/MSI faculty. We will sponsor one faculty every other year to travel to India on this specially designed tour to support the internationalizing of the CC/MSI curriculum (CP1).

1b. Post-secondary Institutions:

Table I.6 Planned 2018-22 post-secondary Outreach activities at UW-Madison (section 1.b)			
Title	Co-sponsors	Target Audience/s	Dates
1. Global Studies Passport Program	Madison College	MC students	Ongoing
2. Invite MSI teachers to Annual Conference	Annual Conference on South Asia	MSI instructors	Annual
3. Summer Teacher Workshop at MSIs	IRIS, ID, MSIs, School of Education	WI K-12 teachers and pre-service teachers	Annual
4. Community-College Master Teacher Institute (CCMTI)	Center for Global Studies at University of WA, Madison College	Two-year, technical-, and community-college instructors from throughout the Midwest and beyond	Annual
5. CMN/LCO workshops and lecture series	IRIS, CMN, LCO	MSI instructors/students; scholars of indigeneity	Annual
6. CC faculty to India	AIIS	CC/MSI faculty	2019, 2021

1c. Business, media, and the general public: 1. The new Intercultural Certificate promises to be an exciting new collaboration with partners representing diverse backgrounds and viewpoints. NRCs will collaborate with the Wisconsin Economic Development Corporation (WEDC), the Madison International Trade Association (MITA), and the Division of Continuing Studies at UW to develop and implement a Certificate for Wisconsin business leaders on “Effective Intercultural Communication, Conflict Resolution and Negotiation for Business”. Similar to the federally-funded “ExporTech” certificate, this initiative will bring WI business leaders for a 3- day (not consecutive) curriculum consisting of online materials (on cultural dimensions, negotiating styles and conflict resolution), followed by specific materials related to a world region of importance

for Wisconsin business and trade. UW Faculty will contribute materials and presentations. 2. The South Asia track in the IBM was discussed on page 3 and heralds a new chapter in the partnership between CSA and the School of Business. 3. Two Wisconsin businesses with a growing presence in India are John Deere and Harley-Davidson. Building on previously offered “cultural training for industry” workshops, we will provide South Asia-specific training to these two business giants. 4. In 2016, we organized the highly acclaimed Namaste Madison event (see page 3) which we intend to replicate in 2020. This event brings the general public and heritage community together to produce intercultural respect and understanding, truly representing diverse perspectives. 5. In an effort to reach the socio-economically disadvantaged communities of Madison’s southside, CSA has established strong ties with the Urban League of Greater Madison. In 2014, CSA established the South Madison Asia CommUNITY Night which has become an annual event, attracting over 100 attendees, more than 75% of whom come from minority groups. 6. CSA will also continue to offer *International Family Fun Night* at the Goodman Public Library (which promotes literacy programming), focusing on storytelling, authors, and books. 7. CSA understands that our programming can be out-of-reach to important segments of the community due to challenges with transportation and parking. We will therefore hold our spring lecture series in a just-off-Campus, easily accessible venue in the late afternoon with speakers who can speak to a wide audience, so as to encourage non-UW professionals and the larger community to come learn more about South Asia. As in the fall weekly lecture series, a wide range of perspectives will be represented in the presentations. 8. Fall 2018 will see the release of the Wisconsin Language Roadmap, a document that will identify action items to address Wisconsin’s workforce and community language needs. CSA will sponsor recommendations as much as budget and programming allow. 9. In 2016, CSA sponsored an Op-

Ed writing workshop during our Annual Conference. Many of our faculty are now writing Op-Eds which we will start featuring on our website. One example is Law Professor Mitra Sharafi who regularly contributes to opinion pages on matters pertaining to South Asian law and history.

10. Our faculty contribute to Wisconsin Public Radio. CSA is often the first point of contact when area expertise is sought. Recent contributors have been Professor Emeritus Joe Elder, Professor Paul Robbins (Environment), and Professor Hemant Shah (Media).

Table I.7 Planned 2018-22 Business, Media, and Community Outreach activities (section 1.c)

Title	Co-sponsors	Target Audience	Dates
1. Intercultural Certificate	IRIS, WEDC, MITA	Business community	Annual
2. International Business Major (IBM)	School of Business	International Business Majors	Ongoing
3. “Business in India” workshops: John Deere; Harley-Davidson	School of Business, WEDC, MITA	Business community	2020, 2022
4. Namaste Madison 2.0	Madison Central Library	General public, heritage community members	2020
5. CommUNITY night	Urban League, Community partners	General public	Annual
6. Family Fun Night	Goodman Library	General public	Annual
7. Lecture Series	Academic Speakers	Business, media, general public,	Every Spring
8. Wisconsin Language Roadmap Initiative	The Language Flagship (NSEP), Language Institute	K-16 schools, business, community	Ongoing
9. Op-Ed projects	Faculty, media partners	Media, general public	Ongoing
10. WPR advisory	Faculty, WPR	Media, general public	Ongoing

J. FLAS AWARDEE SELECTION PROCESS

Advertisement: UW has a centralized website for the FLAS Fellowship: www.flas.wisc.edu.

This website has greatly increased the visibility of the FLAS award across campus. Students from all disciplines and professional schools are eligible for CSA FLAS awards and are encouraged to apply. The annual FLAS Fellowship competition is announced campus-wide through the all-campus advisers listserv, various websites and social media, and student listservs. Incoming graduate students are encouraged to apply for FLAS funding by individual departments. The FLAS online application opens in late fall each year, with a deadline in February. **Application:** The online FLAS application form has 5 sections: a) Identifying

information: citizenship status, current academic program and professional school status, language request, b) Education: previous degrees, stage of coursework, GRE scores, and transcripts (which can be uploaded to the site), c) References: two letters of academic reference and one language reference are required and can be submitted online, d) Plan of Study: students outline their proposed language (1) and area studies (1) courses for each semester, and e) Essay Questions: each applicant must answer four questions with short essays: 1) Previous Language Training, 2) Proposed Career Goals, 3) Explaining how language and area training will prepare the applicant for academic and career goals, and 4) Personal Statement: indicating how the proposed language will be relevant to career goals. Since 2014, we have taken the applicant's EFC into consideration when making our final ranking. **Selection:** The FLAS review committee is made up of at least three CSA faculty members representing a variety of disciplines and language specialties. Committee members are rotated regularly to provide well-balanced evaluation coverage and to avoid preferential treatment for any one discipline or language. A final ranking is made by the committee at in a meeting no later than one month after the application deadline. The review committee takes applicants who have indicated high financial need into consideration, as described below. The selection criteria for AY and Summer FLAS are the same. For summer awards we accept applications from students from any institution, providing they meet citizenship/residence requirements.

Table J.1 FLAS Ranking Criteria	
Each applicant is ranked by the faculty reviewers based on the following criteria (1 being lowest)	
1. Academic Record - as demonstrated by undergraduate and graduate grades, GRE scores, and grade point average.	_____ (1-10)
2. Strength of Proposal - statement of purpose and overall application including student academic plan for language use.	_____ (1-10)
3. Relevance of Language for research and career goals – academic, government service, or professional field	_____ (1-10)
4. Academic Letters of Reference (two letters required)	_____ (1-5)
5. Language Referral (one letter required)	_____ (1-5)
Total (maximum 40)	_____

SASLI FLAS: The SASLI FLAS competition is advertised on the SASLI website. Emails are sent to the SASLI mailing list, all South Asia NRCs, and advisers in educational institutions. Graduate students from all disciplines at any US institution are eligible for the SASLI FLAS. Students apply by downloading an application packet from the SASLI website. The SASLI FLAS review committee includes; 1) the SASLI Academic Director, 2) a designated Language Representative to the SASLI Board of Trustees, and 3) a reviewer from an NRC member institutions. We send eligible applications to the NRCs and they decide if they want to accept on a voluntary basis. **Awards Corresponding to Competitive Priorities: FLAS Competitive Priority 1:** To assess the financial need of an applicant, the online application requests each student's expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants are encouraged to complete the online FAFSA to get their EFC number in time for the FLAS application deadline. (FLAS coordinators may later obtain confirmation of the EFC from the University's Office of Student Financial Aid.) The EFC number will be added into the committee's consideration of applicants after meritorious ranking has been finalized, all other things being equal. **FLAS Competitive Priority 2 :** 100% of our FLAS languages are Less Commonly Taught Languages.

We request 7 graduate, 3 undergraduate, and 7 summer awards for the 2018-22 cycle.

K. COMPETITIVE PREFERENCE PRIORITIES:

In the preceding 49 pages we have comprehensively described how the Center for South Asia at UW-Madison plans to address the Absolute Priorities (AP) and Competitive Priorities (CP) as required, as well as represent diverse viewpoints and perspectives. The Narrative contains the letters **AP1**, **AP2**, **CP1**, and **CP2** wherever there is a description of the priorities being met. These references are also included in the budget spreadsheet.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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University of Wisconsin-Madison
Center for South Asia

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4. Appendix 2: CVs

5. Acronym List

6. Performance Measurement Forms

7. Letters of Support (3)

Federal forms, assurances, and certifications

UW-Madison Center for South Asia Acronym List

AC	Advisory Committee
AIAS	American Institute of Afghan Studies
AIBS	American Institute of Bangladesh Studies
AIIS	American Institute of Indian Studies
AIPS	American Institute of Pakistan Studies
AISLS	American Institute of Sri Lankan Studies
ALC	Department of Asian Languages and Cultures
ANHS	Association of Nepal and Himalayan Studies
AP	Absolute Priority
ARL	Association of Research Libraries
ASAS	Area Studies Alumni Survey
ASC	Area Studies Centers
AY	Academic Year
BULPIP	Berkeley-AIPS Urdu Language Program in Pakistan
CCMTI	Community College Master Teacher Institute
CESA	Cooperative Educational Services Agencies
CIC	Committee on Institutional Cooperation
CMN	College of the Menominee Nation
CP1	Competitive Priority 1
CP2	Competitive Priority 2
CSA	Center for South Asia
CUWL	Council of University of Wisconsin Libraries
DIS	Division of International Studies
DoD	Department of Defense
DoEd	Department of Education
DPI	Department of Public Instruction
EFC	Expected Family Contribution
FIG	First-year Interest Group
FLAS	Foreign Language Area Studies
FLTA	Fulbright Foreign Language Teaching Assistant
GEAR	Global Education Achievement Certificate
GEEU	Global Exploration for Educators Organization
GLOWS	Global Learning Outcomes at Wisconsin Survey
GLS	General Library System
GO	Project Global Officer
GYS	Global Youth Summit
HRP	Human Rights Program
IAP	International Academic Programs
IBM	International Business Major
ICBC	International Careers Boot Camp
ID	International Division
IEW	International Education Week
IFLE	International and Foreign Language Education
IRIS	Institute for Regional and International Studies
IS	International Studies
IWA	Institute of World Affairs
KB	Khorana-Bose Program

L&S	College of Letters & Science
LCTLs	Less Commonly Taught Languages
LSS	Learning Support Services
MC	Madison College
MITA	Madison International Trade Association
MMSD	Madison Metropolitan School District
MSI	Minority Serving Institution
NCOLCTL	National Council of Less Commonly Taught Languages
NRC	National Resource Center
OPI	Oral Proficiency Interview
SABA	South Asia Book Award
SALTA	South Asian Language Teachers Association
SANOC	South Asia National Outreach Consortium
SAFLI	South Asian Flagship Languages Initiative
SASLI	South Asia Summer Language Institute
SOAR	Summer Orientation, Advising and Registration
SoED	School of Education
SWEPT	Standardized Wisconsin Evaluation Plan for Title VI Centers
TAP	Teacher Advisory Panel
TTW	Teacher Training Workshop
UG	Undergraduate
UISFL	Undergraduate International Studies and Foreign Language Program
UW	University of Wisconsin-Madison
WCSS	Wisconsin Council of the Social Studies
WEDC	Wisconsin Economic Development Corporation
WIOC	Wisconsin International Outreach Consortium
WISLI	Wisconsin Intensive Summer Language Institute
WLRI	Wisconsin Language Roadmap Initiative
WPR	Wisconsin Public Radio

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

Comprehensive National Resource Center

Undergraduate National Resource Center

Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$267,604 Year 2: __\$267,776__ Year 3: __\$267,624__ Year 4: __\$268,328__

FLAS Request

Year 1: __\$328,500__ Year 2: __\$328,500__ Year 3: __\$328,500__ Year 4: __\$328,500__

Type of Applicant

XSingle institution __University of Wisconsin-Madison Center for South Asia__

☒ Consortium of institutions

☐ Lead _____

☐ Partner 1 _____

☐ Partner 2 _____

☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA

CANADA

EAST ASIA/PAN ASIA

EUROPE

INTERNATIONAL

LATIN AMERICA and the CARIBBEAN

MIDDLE EAST

PACIFIC ISLANDS

☐ RUSSIA, EASTERN EUROPE, EURASIA ☐

XXSOUTH ASIA

SOUTHEAST ASIA

WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bengali, Panjabi, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sinhala, Tamil, Telugu, Tibetan, Urdu

University of Wisconsin – Madison
Center for South Asia

Comprehensive National Resource Center and FLAS Institution
South Asia, 2018-22

Information to meet §602(e) Statutory Requirements

1. *An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs:*

As South Asia specialists, we are particularly attuned to the damaging misrepresentations of the subcontinent as a monolithic entity with a two-dimensional identity. Our programming counters these static narratives by highlighting diverse perspectives from and about South Asia. Through celebrating the diversity of the subcontinent, we celebrate a diversity of perspectives in our programming. We challenge our audience to consider the complexity of global issues by presenting varied perspectives of diverse actors who are on the frontlines of tackling global challenges. In sum, we add depth and texture to the simplistic narratives that dominate public discourse about South Asia. Our programming highlights critical thinkers from across the political spectrum in the academy, public service, and the private sector. We create inclusive programming that welcomes people of all ages, races, genders, abilities, religions, and socio-economic backgrounds to engage in respectfully rigorous debate about issues that matter to South Asia, the United States, and the world.

2. *A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors*

Our graduates are prepared to serve the nation in many different capacities because our rigorous training demands that students engage with a multitude of perspectives, as described above. Undergraduates and graduates in our programs receive information and advising about career opportunities in government service, education, business, and the non-profit sectors where they may use their expertise in South Asian languages and area studies. Our nationally-lauded campus career services office, *SuccessWorks*, includes a full-time advisor exclusively dedicated to coaching students to apply for local, state, and federal positions. This advisor holds interview and resume-writing clinics and unpacks some of the technical complexities of securing government employment such as identifying opportunities via USAJobs, interpreting GS rankings and KSA requirements, and understanding security clearances.

Key: Information organized in ascending order by Term Year. Within Term Year, information organized alphabetically A-Z by Subject Description Name (Department)

Term	Subject Descr	Course Title	Topic Title Descr	ModifiedInstructor	UGrads	Grads	PStudents	Credits	% Applicable Content
16-17	AGRICULTURAL AND APPI	Growth&Develpmt Global Econ		Chavas,Jean-paul	54	3	0	3	
16-17	ANTHROPOLOGY	Archaeology & Prehist World		Schroeder,Sissel	232	4	0	3	
16-17	ANTHROPOLOGY	Topics in Archaeology	Gender, Tech, Power in Ear Soc	Kenoyer,Jonathan Mark	8	5	0	3	100%
16-17	ANTHROPOLOGY	Topics in Archaeology	Arch of War and Human Nature	Kim,Nam C	29	7	0	3	
16-17	ANTHROPOLOGY	Undergraduate Seminar	Arch Ceramic Tech and Analysis	Kenoyer,Jonathan Mark	5	1	0	3	100%
16-17	ANTHROPOLOGY	Undergraduate Seminar	Stats in Anthropology	McFarland,Richard	6	1	0	3	
16-17	ART HISTORY	History of Islamic Art & Arch.		Pruitt,Jennifer	19	6	0	3	
16-17	ART HISTORY	Prosem:Spec Topics-Art Hist	What is Art History?	Casid,Jill	2	0	0	3	
16-17	ART HISTORY	Smr:Spec Topics-Art History	What is Art History?	Casid,Jill	0	8	0	3	
16-17	ART HISTORY	Tpcs: Arch. & Urbanism of Asi	Cities of Asia	Chopra,Preeti	0	1	0	3	100%
16-17	ART HISTORY	Vis Cult: Topics in Vis Cult	Everyday: Lives, Spaces,Things	Chopra,Preeti	0	10	0	3	100%
16-17	ART HISTORY, LANGUAGE	Cities of Asia		Chopra,Preeti	13	4	0	3	100%
16-17	ASIAN AMERICAN STUDIE	Intro to Asian Amer Studies		Jew,Victor	27	0	0	3	
16-17	ASIAN AMERICAN STUDIE	Special Topics	Asian Am Pan-Ethnic & Com Org	Miyasaki,Jan Keiko	27	0	0	3	
16-17	ASIAN AMERICAN STUDIE	Lit & Culture of Asian America		Yu,Timothy	221	7	0	3	
16-17	ASIAN AMERICAN STUDIE	Asian Am Hist:Movmnt&Dislocatn		Cheng,Cindy I	594	4	0	4	
16-17	EDUCATIONAL POLICY ST	Education and Public Policy	Human Rights & Education	Kendall Nancy O., Olagb	75	1	0	3	
16-17	EDUCATIONAL POLICY ST	Education and Public Policy	Education and Public Policy	Seelig,Jennifer	28	1	0	3	
16-17	EDUCATIONAL POLICY ST	Globalization and Education		Rydberg,Nancy	25	1	0	3	
16-17	ENGLISH, THEATRE AND I	Diaspora and Theatre		Dharwadker,Aparna	9	2	0	3	100%
16-17	ENGLISH, THEATRE AND I	Survey: Theories of Drama		Dharwadker,Aparna	2	12	0	3	100%
16-17	GENDER AND WOMENS S	Gender, Women & Society-Global		Garlough,Christine	224	6	0	3	100%
16-17	GENDER AND WOMENS S	Intro to LGBTQ+ Studies		Gathman,Cabell Hankins	145	6	0	4	
16-17	GENERAL BUSINESS	Contemporary Topics	Business Law	Boucher,Joseph William	0	37	0	2	
16-17	GEOGRAPHY	World Regions in Global Contxt		Davey Andrew Dylan, Da	165	2	0	3	
16-17	HISTORY	Advanced Seminar in History	AIDS in Global Perspective	Boswell Laird, Kelly Patri	5	0	0	3	
16-17	HISTORY	Historical Studies	Human Rights: History and Law	Huneus,Alexandra	7	0	0	3	
16-17	HISTORY	Historical Studies	Human Rights: History and Law	Kelly,Patrick William	7	0	0	3	
16-17	HISTORY	Intro to World History		Wink,Andre	67	16	0	4	100%
16-17	HISTORY	Smr-Hist of India (S Asia)		Wink,Andre	0	3	0	3	100%
16-17	HISTORY	Topics in S Asian History	Empires of the East	Wink,Andre	8	0	0	3	100%
16-17	INTERNATIONAL BUSINES	Contemporary Topics	International Perspectives	Tuli,Sachin	398	0	0	1	
16-17	INTERNATIONAL BUSINES	International Business		Tuli,Sachin	128	9	0	3	
16-17	INTERNATIONAL BUSINES	International Business		Tuli,Sachin	86	14	0	3	
16-17	INTERNATIONAL BUSINES	Global Marketing Strategy		Tuli,Sachin	35	6	0	3	
16-17	INTERNATIONAL STUDIES	Contemporary Issues-Intl St	Cntmp Iss: ID Appr's SAsian St	Du Perron,Lalita	15	1	1	1	100%
16-17	INTERNATIONAL STUDIES	Internl Learning Community Sr	Critical Geopolitics	Young,Stephen	30	6	0	1	100%
16-17	INTERNATIONAL STUDIES	Internl Learning Community Sr	Religions of the World	Elder,Joseph W.	21	6	0	1	100%
16-17	INTERNATIONAL STUDIES	Intro to International Studies		Young,Stephen	193	2	0	4	100%
16-17	JOURN AND MASS COMM	Mass Media in Multicultrl Amer		Gabriel,Robert Timothy, t	276	2	0	3	
16-17	LANG & CULTURES OF AS	*Fifth Semester Urdu		Asif,Muhammad	3	0	0	3	100%
16-17	LANG & CULTURES OF AS	*First Semester Hindi		Beckham,Sarah	54	6	0	4	100%
16-17	LANG & CULTURES OF AS	*First Semester Modern Tibetan		Khedup,Jampa	1	0	0	4	100%
16-17	LANG & CULTURES OF AS	First Semester Persian		Farsiou,Sara	4	5	1	4	

16-17	LANG & CULTURES OF AS	First Semester Persian		Farsiu,Sara	0	1	0	4	
16-17	LANG & CULTURES OF AS	*First Semester Urdu		Asif,Muhammad	3	0	0	4	100%
16-17	LANG & CULTURES OF AS	*Third Semester Hindi		Chhabra,Pallavi	5	1	0	4	100%
16-17	LANG & CULTURES OF AS	Third Semester Persian		Farsiu,Sara	7	0	0	4	
16-17	LANG & CULTURES OF AS	*Third Semester Urdu		Asif,Muhammad	1	1	1	4	100%
16-17	LANGUAGES & CULTURES	Topics in LCA	History of Yoga	Buhnemann,Gudrun	126	0	0	3	100%
16-17	LANGUAGES & CULTURES	Topics in LCA	History of Yoga	Buhnemann,Gudrun	126	0	0	3	100%
16-17	LANGUAGES & CULTURES	Topics in LCA	Hinduism: An Introduction	Cerulli,Anthony	63	7	0	3	100%
16-17	LANGUAGES & CULTURES	Writing Travels		Gold,Daniel K	6	0	0	3	
16-17	LANGUAGES & CULTURES	Intro-Sufism(Islamic Mystc)		Gade,Anna Margaret	6	8	0	3	
16-17	LANGUAGES & CULTURES	Meditation-Buddhism & Hinduism		Buhnemann,Gudrun	15	3	0	3	100%
16-17	LANGUAGES & CULTURES	Religion in South Asia		Cerulli,Anthony	30	0	0	3	100%
16-17	LANGUAGES & CULTURES	*Survey of Tibetan Buddhism		Khedup,Jampa	11	5	0	3	100%
16-17	LAW	Law & Contemporary Problem: Public Health Law		Charo,Alta	0	0	28	3	
16-17	POLITICAL SCIENCE	Poli Sci-Discipline&Profession		Straus,Scott	0	12	0	1	
16-17	RELIGIOUS STUDIES	Religion in Global Perspective		Norman,Corrie	176	2	0	3	
16-17	RELIGIOUS STUDIES	Religion-Critical Perspective		Ridgely,Susan B.	9	4	0	3	
16-17	AFRO-AMERICAN STUDIE	Vis Cult: Topics in Vis Cult	Mapping,Making,Colonial Spaces	Chopra,Preeti	0	9	0	3	100%
16-17	AFRO-AMERICAN STUDIE	Mutl Perceptns-Racl Minority		Thornton,Michael	6	1	0	3	
16-17	AGRICULTURAL AND APPI	World Hunger & Malnutrition		Stiegert Kyle, Thurlow Ju	287	0	0	3	
16-17	AGRICULTURAL AND APPI	Globalizatn, Poverty&Develpmnt		Rutherford,Thomas	38	3	0	3	
16-17	ANTHROPOLOGY	Archaeology & Prehist World		Kenoyer,Jonathan Mark	168	16	0	3	100%
16-17	ANTHROPOLOGY	General Anthropology		Kenoyer Jonathan Mark,	63	1	0	3	100%
16-17	ANTHROPOLOGY	General Anthropology		Kenoyer Jonathan Mark,	74	3	0	3	100%
16-17	ANTHROPOLOGY	The Origins of Civilization		Kim,Nam C	31	10	0	3	
16-17	ANTHROPOLOGY	Undergraduate Seminar	Arch of Ritual and Religion	Kim,Nam C	16	0	0	3	
16-17	ANTHROPOLOGY	Undergraduate Seminar	Intro to Primatological Resear	McFarland,Richard	6	0	0	3	
16-17	ANTHROPOLOGY	Undergraduate Seminar	Anthro of Morals and Ethics	Al-Mohammad,Hayder	15	0	0	3	
16-17	ART HISTORY	Prosem:Spec Topics-Art Hist	Visualizing Queer Subjects	McClure,Michael Jay	2	0	0	3	
16-17	ART HISTORY	Topics in Asian Art	Modern & Contempor Chinese Art	Li,Yuhang	10	3	0	3	
16-17	ART HISTORY, LANGUAGE	Map & Represent Colonial Space		Chopra,Preeti	8	8	0	3	100%
16-17	ART HISTORY, LANGUAGE	Visual Cultures of South Asia		Chopra,Preeti	18	8	0	3	100%
16-17	ASIAN AMERICAN STUDIE	Intro to Asian Amer Studies		Jew,Victor	67	0	0	3	
16-17	ASIAN AMERICAN STUDIE	Intro-Comparatv Ethnic Studies		Yu,Timothy	0	1	0	3	
16-17	ASIAN AMERICAN STUDIE	Intro-Comparatv Ethnic Studies		Yu,Timothy	143	0	0	3	
16-17	ASIAN AMERICAN STUDIE	Lit & Culture of Asian America		Lee,Yumi	29	3	0	3	
16-17	COMPARATIVE LITERATUI	Problms in Comp Lit & Culture	The Poetry of Love & Desire	Dharwadker,Vinay	12	0	0	3	100%
16-17	COMPARATIVE LITERATUI	Problms in Comp Lit & Culture	Anarchy & Literature	Statkiewicz,Max	13	3	0	3	
16-17	COMPARATIVE LITERATUI	Problms in Comp Lit & Culture	Myth	Botero,Beatriz Lucia	6	0	0	3	
16-17	COMPARATIVE LITERATUI	Seminar-Translation		Dharwadker,Vinay	0	7	0	3	100%
16-17	E ASIAN LANGUAGES & LI	Introduction to Buddhism		Cerulli,Anthony	300	12	0	3	100%
16-17	E ASIAN LANGUAGES & LI	Buddhist Thought		Dunne,John D	16	1	0	3	
16-17	E ASIAN LANGUAGES & LI	Genres-Asian Religious Writing		Meulenbeld,Mark R	48	0	0	3	
16-17	EDUCATIONAL POLICY ST	Education and Public Policy	Climate Change & Sustain Ed	Johnson,Mark	25	0	0	3	
16-17	EDUCATIONAL POLICY ST	Education and Public Policy	Education for Social Change	Gandin Luis Armando, Ol	29	0	0	3	
16-17	EDUCATIONAL POLICY ST	Education and Public Policy	Intro to Education Policy	Seelig Jennifer, Turner E	33	0	0	3	
16-17	EDUCATIONAL POLICY ST	Globalization and Education		Moeller Kathryn, Thangai	29	1	0	3	
16-17	GEOGRAPHY	Seminar-Cultural Geography	Approaches to the City	Moore,Sarah	0	6	0	3	
16-17	GEOGRAPHY	World Regions in Global Contxt		Young,Stephen	124	0	1	3	100%

16-17	GEOGRAPHY, HISTORY, L	Civs of India-Modern Period	Du Perron Lalita, Xiao All	279	0	0	4	100%
16-17	HISTORY	Advanced Seminar in History	Historical Memory	Kim, Charles	7	1	0	3
16-17	HISTORY	Advanced Seminar in History	Islam & Politics: 20th Century	Chamberlain, Michael	11	0	0	3
16-17	HISTORY	Advanced Seminar in History	Crusader States	Lapina, Elizabeth	6	0	0	3
16-17	HISTORY	Intro to World History		Wink, Andre	119	7	0	4
16-17	HISTORY	Reading Seminar in History	Political Thought Mod Mid East	Nikpour, Golnar	6	0	0	3
16-17	HISTORY	Smr-Hist of India (S Asia)		Wink, Andre	0	3	0	3
16-17	HISTORY	Topics in S Asian History	Empires of the East	Wink, Andre	11	0	0	3
16-17	HISTORY	Transnational/Comp Hstry (Hu	Migration in European History	Slaight, Jillian Kennedy	34	3	0	3
16-17	HISTORY	Transnational/Comp Hstry (Hu	Global Histories of Food	Capps, Maura J	25	0	0	3
16-17	HISTORY, RELIGIOUS STU	Islamic Hist:Orig-Ottoman Empr		Chamberlain, Michael	30	5	0	3
16-17	INTERNATIONAL BUSINES	Contemporary Topics	International Perspectives	Tuli, Sachin	82	0	0	1
16-17	INTERNATIONAL BUSINES	International Business		Tuli, Sachin	158	6	0	3
16-17	INTERNATIONAL BUSINES	Global Marketing Strategy		Tuli, Sachin	39	3	0	3
16-17	INTERNATIONAL STUDIES	Contemporary Issues-Intl St	CRC Global: Dominican Republic	Zumbrunnen, John	19	0	0	2
16-17	INTERNATIONAL STUDIES	Contemporary Issues-Intl St	Cntmp Iss: ID Appr's SAsian St	Du Perron, Lalita	14	3	0	1
16-17	INTERNATIONAL STUDIES	Internl Learning Community Sr	Critical Geopolitics	Young, Stephen	24	0	0	1
16-17	INTERNATIONAL STUDIES	Intro to International Studies		Young, Stephen	87	1	0	4
16-17	JOURN AND MASS COMM	Topics in Mass Communication	Journalism in Theory	Robinson, Susan	0	4	0	3
16-17	JOURN AND MASS COMM	Topics in Mass Communication	Communication & Civil Society	Friedland, Lewis	0	5	0	3
16-17	JOURN AND MASS COMM	Topics in Mass Communication	Tpc: Internet & Democracy	Wells, Christopher	0	8	0	3
16-17	LANG & CULTURES OF AS	*Fourth Semester Hindi		Chhabra, Pallavi	3	1	0	4
16-17	LANG & CULTURES OF AS	*Fourth Semester Persian		Farsi, Sara	5	0	0	4
16-17	LANG & CULTURES OF AS	*Fourth Semester Urdu		Shahid, Wajeeha	2	1	1	4
16-17	LANG & CULTURES OF AS	*Second Semester Hindi		Beckham, Sarah	9	1	0	4
16-17	LANG & CULTURES OF AS	*Second Semester Modern Tibetan		Khedup, Jampa	1	0	0	4
16-17	LANG & CULTURES OF AS	*Second Semester Persian		Farsi, Sara	4	3	1	4
16-17	LANG & CULTURES OF AS	*Second Semester Persian		Farsi, Sara	0	1	0	4
16-17	LANG & CULTURES OF AS	*Second Semester Urdu		Shahid, Wajeeha	4	0	0	4
16-17	LANG & CULTURES OF AS	*Sixth Semester Hindi		Chhabra, Pallavi	10	2	0	3
16-17	LANGUAGES & CULTURES	Smr:Interdis Approachs to Asia		Cerulli, Anthony	0	12	0	3
16-17	LANGUAGES & CULTURES	Topics in LCA	Indian Traditions Modern Age	Buhnemann, Gudrun	56	7	0	3
16-17	LANGUAGES & CULTURES	Topics in LCA	Tibetan Cultures & Traditions	Khedup, Jampa	63	7	0	3
16-17	LANGUAGES & CULTURES	Proseminar in Buddhist Thoug	Nondual Mindfulness	Dunne, John D	6	3	0	3
16-17	LANGUAGES & CULTURES	Yoga: Methods and Goals		Buhnemann, Gudrun	15	1	0	3
16-17	LAW	Law & Contemporary Problem	Legislation and Regulation	Desai, Anuj	0	0	26	3
16-17	LITERATURE IN TRANSLA	*Bascom Crse-In Translation	Migration in Lit, Film & Music	Mani, B. Venkat	30	0	0	3
16-17	POLITICAL SCIENCE	Prosem: Topics in Poli Sci	Indian Pol in Compar Perspect	Bhavani, Rikhil	10	0	0	3
16-17	POLITICAL SCIENCE	Selected Topics-Poli Sci	Pol of Islam & World Politics	Jung, Eunsook	96	6	0	3
16-17	POLITICAL SCIENCE	Smr:Topics in Comp Politics	Pol Econ of Development	Bhavani, Rikhil	0	11	0	3
16-17	POPULATION HEALTH SCI	Global Health & Disease	Southeast Asia	Conway James H, Solhei	9	0	12	1
16-17	RELIGIOUS STUDIES	Religion in Global Perspective		Rosenblum, Jordan	114	0	0	3
16-17	RELIGIOUS STUDIES	Religion-Critical Perspective		Ridgely, Susan B.	15	0	0	3
16-17	SOCIOLOGY	Smr-Qualitative Methodology	Ethnographic Case Studies	Collins, Jane L.	0	19	1	3
16-17	GENDER AND WOMENS S	Intro to LGBTQ+ Studies		Gathman, Cabell Hankins	56	1	0	4
16-17	GENERAL BUSINESS	Contemporary Topics	Data to Decisions	Hariharan Hari S., Morris	0	53	0	2
16-17	GEOGRAPHY	World Regions in Global Contxt		Boothby, Rachel Thayer	28	3	0	3
16-17	INTERNATIONAL BUSINES	International Business		Tuli, Sachin	11	8	0	3
16-17	INTERNATIONAL STUDIES	Intro to International Studies		Young, Stephen	10	2	0	3

16-17 JOURN AND MASS COMM	Mass Media in Multicultrl Amer	Shah,Hemant	174	2	0	3	
16-17 LANG & CULTURES OF AS	*Fifth Semester Urdu	Fazal E Haq,Hafiz Muhar	0	1	0	4	100%
16-17 LANG & CULTURES OF AS	*First Semester Bengali	Chowdhury Razima, Hoq	0	3	0	4	100%
16-17 LANG & CULTURES OF AS	*First Semester Hindi	Knapczyk Kusum, Odegæ	6	54	0	4	100%
16-17 LANG & CULTURES OF AS	*First Semester Modern Tibetan	Khedup,Jampa	0	1	0	4	100%
16-17 LANG & CULTURES OF AS	*First Semester Sanskrit	Mundra,Anil	0	7	0	4	100%
16-17 LANG & CULTURES OF AS	*First Semester Tamil	Rajic,Nikola	0	3	0	4	100%
16-17 LANG & CULTURES OF AS	*First Semester Urdu	Knapczyk Peter, Shahid l	2	10	0	4	100%
16-17 LANG & CULTURES OF AS	*Fourth Semester Hindi	Gollapalli Mary Prathibha	0	12	0	4	100%
16-17 LANG & CULTURES OF AS	*Fourth Semester Urdu	Kirk,Gwendolyn Sarah	1	3	0	4	100%
16-17 LANG & CULTURES OF AS	*Second Semester Bengali	Hoque,Faijul	0	3	0	4	100%
16-17 LANG & CULTURES OF AS	*Second Semester Hindi	Knapczyk Kusum, Odegæ	2	18	0	4	100%
16-17 LANG & CULTURES OF AS	*Second Semester Modern Tibetan	Khedup,Jampa	0	1	0	4	100%
16-17 LANG & CULTURES OF AS	*Second Semester Sanskrit	Mundra,Anil	0	7	0	4	100%
16-17 LANG & CULTURES OF AS	*Second Semester Tamil	Rajic,Nikola	0	3	0	4	100%
16-17 LANG & CULTURES OF AS	*Second Semester Urdu	Knapczyk Peter, Shahid l	2	10	0	4	100%
16-17 LANG & CULTURES OF AS	*Sixth Semester Hindi	Mishra,Mithilesh	0	6	0	4	100%
16-17 LANG & CULTURES OF AS	*Sixth Semester Urdu	Fazal E Haq,Hafiz Muhar	0	1	0	4	100%
16-17 LANG & CULTURES OF AS	*Third Semester Hindi	Gollapalli Mary Prathibha	0	12	0	4	100%
16-17 LANG & CULTURES OF AS	*Third Semester Sanskrit	Uskokov,Aleksandar	0	2	0	4	100%
16-17 LANG & CULTURES OF AS	*Third Semester Urdu	Kirk,Gwendolyn Sarah	1	3	0	4	100%
17-18 AFRICAN LANGUAGES & L	Islam: Religion and Culture	Gade,Anna Margaret	64	14	0	3	
17-18 ANTHROPOLOGY	Archaeology & Prehist World	Clayton,Sarah C	234	6	0	3	
17-18 ANTHROPOLOGY	General Anthropology	Kenoyer Jonathan Mark,	115	9	0	3	100%
17-18 ANTHROPOLOGY	General Anthropology	Kenoyer Jonathan Mark,	123	3	0	3	100%
17-18 ANTHROPOLOGY	Topics in Archaeology	Kenoyer,Jonathan Mark	12	12	0	3	100%
17-18 ANTHROPOLOGY	Undergraduate Seminar	Wendland,Claire Leone	10	0	0	3	
17-18 ASIAN AMERICAN STUDIE	Intro to Asian Amer Studies	Jew,Victor	30	0	0	3	
17-18 ASIAN AMERICAN STUDIE	Special Topics	Miyasaki,Jan Keiko	28	0	0	3	
17-18 ASIAN AMERICAN STUDIE	Topics-Asian Amer Studies	Bow,Leslie	18	0	0	3	
17-18 ASIAN AMERICAN STUDIE	*Lit & Culture of Asian America	Solomon,Christina Angel	33	0	0	3	
17-18 ASIAN AMERICAN STUDIE	Ethnic Movements in U.S.	Oliver,Pamela E.	86	0	0	4	
17-18 COMPARATIVE LITERATUI	*Problms in Comp Lit & Cultur	Dharwadker,Vinay	8	0	0	3	100%
17-18 COMPARATIVE LITERATUI	*Problms in Comp Lit & Cultur	Livanos,Christopher	20	0	0	3	
17-18 COMPARATIVE LITERATUI	*Smr-Poetics & Literary Thry	Dharwadker,Vinay	0	8	0	3	100%
17-18 E ASIAN LANGUAGES & L	*Asian Religions	Noseworthy,William Brok	72	0	0	3	
17-18 E ASIAN LANGUAGES & L	*Genres-Asian Religious Writing	Naparstek,Michael	22	0	0	3	
17-18 EDUCATIONAL POLICY ST	Education and Public Policy	Agaba Selah, Kendall Na	58	1	0	3	
17-18 EDUCATIONAL POLICY ST	Globalization and Education	Thangaraj,Miriam Sharor	32	0	0	3	100%
17-18 ENGLISH	Literature and Popular Culture	Dharwadker,Aparna	23	1	0	3	100%
17-18 ENGLISH	Sem-Interdisc Theatre Studies	Van De Water,Manon	0	7	0	3	
17-18 ENGLISH	World/Postcolonial Lit-English	Jovic-Humphrey,Anja	0	15	0	3	
17-18 ENGLISH, THEATRE AND	Postcolonial Theatre	Dharwadker,Aparna	16	20	0	3	100%
17-18 ENVIR ST - GAYLORD NEL	Environment and Religion	Gade,Anna Margaret	56	6	0	3	
17-18 GENDER AND WOMENS S	Gender, Women & Society-Global	Garlough,Christine	230	5	0	3	100%
17-18 GENDER AND WOMENS S	Intro to LGBTQ+ Studies	Gathman,Cabell Hankins	141	2	1	4	
17-18 GEOGRAPHY	World Regions in Global Contxt	Atatimur Tanrikulu Neslih	137	3	0	3	
17-18 HISTORY	Transnational/Comp Hstry (Hu History of the British Empire	Capps,Maura J	31	1	0	3	
17-18 INTERNATIONAL BUSINES	Contemporary Topics	Tuli,Sachin	454	0	0	1	

17-18	INTERNATIONAL BUSINES	International Business	Tuli,Sachin	100	13	0	3	
17-18	INTERNATIONAL BUSINES	International Business	Tuli,Sachin	90	8	0	3	
17-18	INTERNATIONAL BUSINES	Global Marketing Strategy	Tuli,Sachin	37	4	0	3	
17-18	INTERNATIONAL STUDIES	Contemporary Issues-Intl St Cntrmp Iss: ID Appr's SAsian St	Du Perron,Lalita	14	2	0	1	100%
17-18	INTERNATIONAL STUDIES	Internl Learning Community Sr Dtslnd,intrklt: Flm Fatih Akns	Larson-Guenette,Julie Ct	9	0	0	1	
17-18	INTERNATIONAL STUDIES	Intro to International Studies	Simmons,Erica S	172	1	0	4	
17-18	INTERNATIONAL STUDIES	Indian Politics in Comp. Persp	Bhavani,Rikhil	15	1	1	3	100%
17-18	JOURN AND MASS COMM	Mass Media in Multicultrl Amer	Shah,Hemant	168	2	0	3	
17-18	LANG & CULTURES OF AS	*7th Semester Asian Language 7th Semester Hindi	Du Perron,Lalita	1	0	0	3	100%
17-18	LANG & CULTURES OF AS	*Advanced Readings in Sanskrit	Dunne,John D	0	1	0	3	100%
17-18	LANG & CULTURES OF AS	*Fifth Semester Persian	Barnard,Erlin	1	1	0	3	
17-18	LANG & CULTURES OF AS	*Fifth Semester Urdu	Kirk,Gwendolyn Sarah	2	1	0	3	100%
17-18	LANG & CULTURES OF AS	*First Semester Hindi	Beckham,Sarah	24	3	0	4	100%
17-18	LANG & CULTURES OF AS	*First Semester Modern Tibetan	Khedup,Jampa	2	1	0	4	100%
17-18	LANG & CULTURES OF AS	*First Semester Modern Tibetan	Khedup,Jampa	0	1	0	4	100%
17-18	LANG & CULTURES OF AS	*First Semester Persian	Farsi,Sara	6	0	0	4	
17-18	LANG & CULTURES OF AS	*First Semester Persian	Farsi,Sara	0	2	0	4	
17-18	LANG & CULTURES OF AS	*First Semester Urdu	Kirk,Gwendolyn Sarah	4	1	0	4	100%
17-18	LANG & CULTURES OF AS	*Third Semester Hindi	Tiwari,Nikhil	2	1	0	4	100%
17-18	LANG & CULTURES OF AS	*Third Semester Persian	Qasemi,Ehsan	2	1	0	4	
17-18	LANG & CULTURES OF AS	*Third Semester Persian	Qasemi,Ehsan	0	1	0	4	
17-18	LANG & CULTURES OF AS	*Third Semester Urdu	Kirk,Gwendolyn Sarah	2	1	0	4	100%
17-18	LANGUAGES & CULTURES	Modern Indian Literatures	Dharwadker,Vinay	40	0	0	3	100%
17-18	LANGUAGES & CULTURES	Topics in LCA Yoga: Ancient Philos, Mod Prac	Buhmann,Gudrun	140	0	0	3	100%
17-18	LANGUAGES & CULTURES	Topics in LCA Yoga: Ancient Philos, Mod Prac	Buhmann,Gudrun	140	0	0	3	100%
17-18	LANGUAGES & CULTURES	Meditation-Buddhism & Hinduism	Buhmann,Gudrun	6	0	0	3	100%
17-18	LANGUAGES & CULTURES	Survey of Tibetan Buddhism	Khedup,Jampa	17	3	0	3	
17-18	LITERATURE IN TRANSLA	Bascom Crse-In Translation Gutenberg to iPad:Bks/Wrld/L	Mani,B. Venkat	24	0	0	3	100%
17-18	LITERATURE IN TRANSLA	Lits of Cent Asia in Translatn	Sonntag,Heather S.	16	0	0	3	
17-18	POLITICAL SCIENCE	Poli Sci-Discipline&Profession	Straus,Scott	0	15	0	1	
17-18	RELIGIOUS STUDIES	Intro Topics in Relig St (H) Thry & Practice Human Flourish	Dunne,John D	30	1	0	3	
17-18	RELIGIOUS STUDIES	Religion-Critical Perspective	Ridgely,Susan B.	14	0	0	3	
17-18	AGRICULTURAL AND APPI	World Hunger & Malnutrition	Bach Taiya Renae, Stieg	276	4	0	3	
17-18	AGRICULTURAL AND APPI	Globalizatn, Poverty&Develpmnt	Rutherford,Thomas	39	2	0	3	
17-18	ANTHROPOLOGY	Archaeology & Prehist World	Bunn,Henry T.	172	6	0	3	
17-18	ANTHROPOLOGY	General Anthropology	Bunn Henry T., McFarlan	68	4	0	3	
17-18	ANTHROPOLOGY	General Anthropology	Bunn Henry T., McFarlan	89	2	0	3	
17-18	ANTHROPOLOGY	Lithics and Archaeology	Kenoyer,Jonathan Mark	8	6	0	3	100%
17-18	ANTHROPOLOGY	The Origins of Civilization	Kenoyer,Jonathan Mark	20	5	0	3	100%
17-18	ANTHROPOLOGY	Undergraduate Seminar Household Archaeology	Schroeder,Sissel	15	0	0	3	
17-18	ART HISTORY	Survey of Asian Art	Li,Yuhang	19	24	0	4	
17-18	ASIAN AMERICAN STUDIE	Intro to Asian Amer Studies	Jew,Victor	55	0	0	3	
17-18	ASIAN AMERICAN STUDIE	Intro-Comparatv Ethnic Studies	Clark-Pujara,Christy	188	1	0	3	
17-18	ASIAN AMERICAN STUDIE	Ethnic Movements in U.S.	Oliver,Pamela E.	84	0	0	4	
17-18	COMPARATIVE LITERATUI	Comp Prob in Periods & Movemnt	Livanos,Christopher	2	0	0	3	
17-18	COMPARATIVE LITERATUI	Poetics and Literary Theory Mind & Matter	Livanos,Christopher	2	0	0	3	
17-18	COMPARATIVE LITERATUI	Prob in Transnatl Genre & Mox The Modern Short Story	Dharwadker,Vinay	22	0	0	3	
17-18	E ASIAN LANGUAGES & LI	Introduction to Buddhism	Hansen,Anne	260	44	0	4	
17-18	EDUCATIONAL POLICY ST	Globalization and Education	Jiang,Shanshan	30	0	0	3	

17-18	ENGLISH	Sem-Interdisc Theatre Studies	Dharwadker,Aparna	0	4	0	3	
17-18	ENGLISH	Topics in Gender & Literature	Schalk,Sami	22	0	0	3	
17-18	GEOGRAPHY	World Regions in Global Context	Olds,Kristopher N	162	4	0	3	
17-18	GEOGRAPHY, HISTORY, L	Civs of India-Modern Period	Du Perron Lalita, Xiao All	177	0	0	4	100%
17-18	HISTORY	Intro to World History	Wink,Andre	141	7	0	4	
17-18	HISTORY	Smr-Hist of India (S Asia)	Wink,Andre	0	3	0	3	
17-18	HISTORY	Topics in S Asian History	Wink,Andre	9	2	0	3	
17-18	HISTORY, LEGAL STUDIES	Legal Pluralism	Sharafi,Mitra	19	0	0	3	100%
17-18	INTERNATIONAL BUSINESS	Contemporary Topics	Tuli,Sachin	68	0	0	1	
17-18	INTERNATIONAL BUSINESS	International Business	Tuli,Sachin	121	8	0	3	
17-18	INTERNATIONAL BUSINESS	Global Marketing Strategy	Tuli,Sachin	34	4	0	3	
17-18	INTERNATIONAL STUDIES	Contemporary Issues-Intl St	Du Perron,Lalita	15	0	0	1	100%
17-18	INTERNATIONAL STUDIES	Intro to International Studies	Stefanos,Sarah Adel	86	0	0	4	
17-18	LANG & CULTURES OF AS	*8th Semester Asian Language Eighth Semester Hindi	Chhabra,Pallavi	1	0	0	3	
17-18	LANG & CULTURES OF AS	*Advanced Readings in Sanskrit	Dunne,John D	0	1	0	3	
17-18	LANG & CULTURES OF AS	*Fourth Semester Hindi	Tiwari,Nikhil	3	0	0	4	
17-18	LANG & CULTURES OF AS	*Fourth Semester Persian	Farsi,Sara	2	1	0	4	
17-18	LANG & CULTURES OF AS	*Fourth Semester Urdu	Kirk,Gwendolyn Sarah	1	1	0	4	100%
17-18	LANG & CULTURES OF AS	*Second Semester Hindi	Beckham,Sarah	6	1	0	4	100%
17-18	LANG & CULTURES OF AS	*Second Semester Modern Tibetan	Khedup,Jampa	4	1	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Modern Tibetan	Khedup,Jampa	0	1	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Persian	Farsi,Sara	4	1	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Persian	Farsi,Sara	0	1	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Urdu	Kirk,Gwendolyn Sarah	3	1	0	4	100%
17-18	LANG & CULTURES OF AS	*Sixth Semester Hindi	Chhabra,Pallavi	2	0	0	3	
17-18	LANG & CULTURES OF AS	*Sixth Semester Persian	Barnard,Erlin	0	1	0	3	
17-18	LANG & CULTURES OF AS	*Sixth Semester Urdu	Kirk,Gwendolyn Sarah	3	1	0	3	100%
17-18	LANG & CULTURES OF AS	*Sixth Semester Urdu	Kirk,Gwendolyn Sarah	3	1	0	4	100%
17-18	LANGUAGES & CULTURES	Proseminar: Cultures of Asia	Dunne,John D	2	4	0	3	
17-18	LANGUAGES & CULTURES	Proseminar: Cultures of Asia	Haberkorn,Tyrell Caroline	2	16	0	3	
17-18	LANGUAGES & CULTURES	Topics in LCA	Buhneemann,Gudrun	21	0	0	3	100%
17-18	LANGUAGES & CULTURES	Topics in LCA	Amstutz,Andrew McKinn	56	7	0	3	100%
17-18	LANGUAGES & CULTURES	Topics in LCA	Amstutz,Andrew McKinn	56	7	0	3	100%
17-18	LANGUAGES & CULTURES	Yoga: Methods and Goals	Buhneemann,Gudrun	6	1	0	3	100%
17-18	LEGAL STUDIES	Topic:Legal Studies&Humaniti	Sharafi,Mitra	19	0	0	4	100%
17-18	LITERATURE IN TRANSLA	*Bascom Crse-In Translation	Mani,B. Venkat	26	0	0	3	100%
17-18	POLITICAL SCIENCE	Smr:Topics in Comp Politics	Bhavnani,Rikhil	0	5	0	3	100%
17-18	POPULATION HEALTH SCI	Global Health & Disease	Conway,James H	0	0	13	1	
17-18	AGRICULTURAL AND APPI	World Hunger & Malnutrition	Bach Taiya Renae, Stieg	24	0	0	3	
17-18	EDUCATIONAL POLICY ST	Education and Public Policy	Thangaraj,Miriam Sharor	30	0	0	3	
17-18	GENDER AND WOMENS S	Intro to LGBTQ+ Studies	Gathman,Cabell Hankins	70	2	0	4	
17-18	GENERAL BUSINESS	Contemporary Topics	Hariharan Hari S., Hernk	0	44	0	2	
17-18	GEOGRAPHY	World Regions in Global Context	Olds,Kristopher N	20	1	0	3	
17-18	INTERNATIONAL BUSINESS	International Business	Tuli,Sachin	10	6	0	3	
17-18	LANG & CULTURES OF AS	*Fifth Semester Urdu	Fazal E Haq,Hafiz Muhar	0	3	0	4	
17-18	LANG & CULTURES OF AS	*First Semester Bengali	Chowdhury,Razima	0	5	0	4	
17-18	LANG & CULTURES OF AS	*First Semester Pashto	Arman,Rahman	2	1	0	4	
17-18	LANG & CULTURES OF AS	*First Semester Sanskrit	Fleming,Christopher, Naç	1	11	0	4	
17-18	LANG & CULTURES OF AS	*First Semester Sinhala		0	3	0	4	

17-18	LANG & CULTURES OF AS	*First Semester Tamil	Christdas,Prathima	0	6	0	4	
17-18	LANG & CULTURES OF AS	*First Semester Urdu	House,Jessica, Kirk,Gwe	0	8	0	4	
17-18	LANG & CULTURES OF AS	*Fourth Semester Hindi	Hedayatullah,Saleh Md.,	2	5	0	4	
17-18	LANG & CULTURES OF AS	*Fourth Semester Urdu	Parvaiz,Saleha, Saleem,I	1	10	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Bengali	Chowdhury,Razima	0	5	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Hindi	Chaudhry,Divya, Dickson	1	13	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Modern Tibetan	Khedup,Jampa	0	3	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Pashto	Arman,Rahman	2	1	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Sanskrit	Fleming,Christopher, Naç	1	11	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Sinhala		0	3	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Tamil	Christdas,Prathima	0	6	0	4	
17-18	LANG & CULTURES OF AS	*Second Semester Urdu	House,Jessica, Kirk,Gwe	0	8	0	4	
17-18	LANG & CULTURES OF AS	*Sixth Semester Hindi	Mishra,Mithilesh	0	10	0	4	
17-18	LANG & CULTURES OF AS	*Sixth Semester Urdu	Fazal E Haq,Hafiz Muhar	0	3	0	4	
17-18	LANG & CULTURES OF AS	*Third Semester Hindi	Hedayatullah,Saleh Md.,	2	5	0	4	
17-18	LANG & CULTURES OF AS	*Third Semester Sanskrit	Uskov,Aleksandar	0	4	0	4	
17-18	LANG & CULTURES OF AS	*Third Semester Urdu	Parvaiz,Saleha, Saleem,I	1	10	0	4	
18-19	ANTHROPOLOGY	Archaeology & Prehist World	Kim,Nam C	136	2	0	3	
18-19	ANTHROPOLOGY	General Anthropology	Bowie Katherine A., Bunr	28	1	0	3	
18-19	ANTHROPOLOGY	General Anthropology	Bowie Katherine A., Bunr	31	0	0	3	
18-19	ANTHROPOLOGY	Topics in Archaeology	Arch of Tech, Gender & Envir	Kenoyer,Jonathan Mark	10	0	3	100%
18-19	ART HISTORY	Prosem:Spec Topics-Art Hist	Taste	Chopra,Preeti	1	0	3	100%
18-19	ART HISTORY	Proseminar in Medieval Art	Cross-Cultural Encounters	Pruitt,Jennifer	2	1	3	
18-19	ART HISTORY	Tpcs: Arch. & Urbanism of Asi	Cities of Asia	Chopra,Preeti	0	3	3	100%
18-19	ART HISTORY	Vis Cult: Topics in Vis Cult	Taste	Chopra,Preeti	0	3	3	100%
18-19	ASIAN AMERICAN STUDIE	Intro to Asian Amer Studies	Jew,Victor	33	0	0	3	
18-19	ASIAN AMERICAN STUDIE	*Lit & Culture of Asian America		24	0	0	3	
18-19	ASIAN AMERICAN STUDIE	Asian Am Hist:Movmnt&Dislocatn	Cheng,Cindy I	100	4	0	4	
18-19	ASIAN AMERICAN STUDIE	Ethnic Movements in U.S.	Oliver,Pamela E.	88	0	0	4	
18-19	ASIAN LANGUAGES AND C	Gateway to Asia Special Topics	Cerulli,Anthony	18	2	0	3	100%
18-19	ASIAN LANGUAGES AND C	Gateway to Asia Special Topics	Ridgely,Steve	18	2	0	3	
18-19	ASIAN LANGUAGES AND C	*Teaching Asian Languages	Geyer Naomi, Zhu WeiHu	1	4	0	3	
18-19	ASIAN LANGUAGES AND C	Tibetan Cultures & Traditions	Khedup,Jampa	10	0	0	3	
18-19	ASIAN LANGUAGES AND C	Topics in Asian Studies	Student Movements in Asia	Haberkorn,Tyrell Caroline	28	0	3	
18-19	ASIAN LANGUAGES AND C	Topics in Asian Studies	Violence, Memory & Hist: India	Amstutz,Andrew McKinn	21	0	3	100%
18-19	ASIAN LANGUAGES AND C	Western Experience in Asia	Gold,Daniel K	2	0	0	3	
18-19	COMPARATIVE LITERATUI	*Prob in Transnatl Genre & Mc Heroic Epic India & Greece	Livanos,Christopher	8	0	0	3	
18-19	COMPARATIVE LITERATUI	*Problms in Comp Lit & Cultur	Modern Indian Literatures	Dharwadker,Vinay	3	0	3	100%
18-19	COMPARATIVE LITERATUI	*Seminar-Translation	Dharwadker,Vinay	0	2	0	3	100%
18-19	CURRICULUM AND INSTR	Globalization and Teaching	Popkewitz,Thomas	0	3	0	3	
18-19	EDUCATIONAL POLICY ST	Education and Public Policy	Sexuality and Education	Kendall,Nancy O.	46	1	3	
18-19	ENGLISH	Indian Writers Abroad	Dharwadker,Aparna	10	2	0	3	100%
18-19	ENGLISH	Literature and Popular Culture		19	0	0	3	
18-19	ENGLISH, GENDER AND V	Topics in Gender & Literature	Gen, Migrat, Muslim Wm Writers	Friedman,Susan	12	1	3	
18-19	ENGLISH, THEATRE AND I	Diaspora and Theatre	Dharwadker,Aparna	5	2	0	3	
18-19	ENVIR ST - GAYLORD NEL	Environment: Religion & Ethics	Gade,Anna Margaret	66	0	0	3	
18-19	GENDER AND WOMENS S	Gender, Women & Society-Global	Garlough,Christine	161	5	0	3	100%
18-19	GENDER AND WOMENS S	Intro to LGBTQ+ Studies	Gathman,Cabell Hankins	114	3	0	4	
18-19	GEOGRAPHY	Seminar-Cultural Geography	Geographical Political Economy	Young,Stephen	0	12	3	100%

18-19	GEOGRAPHY	World Regions in Global Contxt	Olds,Kristopher N	72	0	0	3	
18-19	INTERNATIONAL BUSINESS	Global Marketing Strategy	Tuli,Sachin	32	7	0	3	
18-19	INTERNATIONAL STUDIES	Contemporary Issues-Intl St	Du Perron,Lalita	6	0	0	1	100%
18-19	INTERNATIONAL STUDIES	Intro to International Studies	Young,Stephen	75	3	0	4	100%
18-19	JOURN AND MASS COMM	Mass Communication and Culture	Palmer,Lindsay	0	6	0	3	
18-19	JOURN AND MASS COMM	Mass Media in Multicultrl Amer	Shah,Hemant	98	0	0	3	
18-19	LANG & CULTURES OF AS	*Advanced Readings in Sanskrit	Dunne,John D	0	1	0	3	
18-19	LANG & CULTURES OF AS	*First Semester Hindi	Beckham,Sarah	30	3	0	4	100%
18-19	LANG & CULTURES OF AS	*First Semester Persian		2	1	0	4	
18-19	LANG & CULTURES OF AS	*Third Semester Hindi		3	0	0	4	
18-19	LANG & CULTURES OF AS	*Third Semester Modern Tibetan	Khedup,Jampa	4	1	0	4	
18-19	LANG & CULTURES OF AS	*Third Semester Persian		2	0	0	4	
18-19	LANG & CULTURES OF AS	*Third Semester Urdu	Kirk,Gwendolyn Sarah	2	0	1	4	100%
18-19	LANGUAGES & CULTURES	*Modern Indian Literatures	Dharwadker,Vinay	28	0	0	3	100%
18-19	LANGUAGES & CULTURES	*Introduction to the Qur'an	Gade,Anna Margaret	26	8	0	4	
18-19	LANGUAGES & CULTURES	Meditation-Buddhism & Hinduism	Buhnemann,Gudrun	7	1	0	3	100%
18-19	LANGUAGES & CULTURES	Religion in South Asia	Cerulli,Anthony	8	0	0	3	100%
18-19	LAW	Law & Contemporary Problem: Sociology of Law		0	1	12	3	
18-19	LEGAL STUDIES	Topic:Legal Studies&Humaniti		40	0	0	3	
18-19	LITERATURE IN TRANSLA	*Bascom Crse-In Translation	Mani,B. Venkat	40	0	0	3	100%
18-19	POLITICAL SCIENCE	Smr:Topics in Comp Politics	Bhavnani,Rikhil	0	9	0	3	100%
		Pol Econ of Development						

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Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native

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Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

B. Venkat Mani**German, Nordic & Slavic**

Time Devoted to South Asia: 100%

Tenure Status: Professor (tenured)

Educational History: Ph.D. Stanford University, 2001
M.A. Stanford University, 1995
M.A./B.A. Jawaharlal Nehru University (India)

Academic Specializations: World literature, Translation, Migrants and refugees in global contexts

Languages: German (5), Turkish (5), Hindi (5), Urdu (5), Sanskrit (3), Panjabi (3), Tamil (2)

Field Experience: India, Germany, Turkey

Area Studies Courses: LITTRANS/GER 276: Introduction to World Literatures
GER 236: Migration in Literature, Film, and Music
GER 948: Comparative World Literature;
GER 742: The Global Book: World Literature in the World Market

Graduate Students Supervised: 3

Honors/Distinctions: Director, Center for South Asia
Recipient, Kellett Research Award
Grant recipient, Mellon Sawyer Seminar
Resident Fellow, Institute for Research in the Humanities
Faculty Affiliate, Center for the History of Print and Digital Cultures

Selected Recent Publications:

Forthcoming “The Indian Republic and its Reading In Debjani Ganguly (ed.) *The Cambridge History of World Literature*. Cambridge, UK: Cambridge University Press, 2019.

Under Contract.

2018 “The Ultraminor, the Untranslated, the Great Unread: Indentured Labors of “Code-Stitching” in Abhimanyu Unnuth’s *Lāla Pasīnā* (1977) and Amitav Ghosh’s *Sea of Poppies* (2008).” *Journal of World Literature* **Accepted**.

2018 *Wiley-Blackwell Companion to World Literature*, 5 volumes. Co-editor with Ken Seigneurie et al.

2017 *Recoding World Literature: Libraries, Print Culture, and Germany’s Pact with Books*. New York: Fordham University Press. © 2016

2017 “Unpacking Orhan Pamuk’s Library” *Approaches to Teaching Orhan Pamuk* eds. David Damrosch and Sevinç Türkan. New York: PMLA.

2016 “Libraries.” In Eric Hayot and Rebecca Walkowitz, (ed.s) *A New Vocabulary for Global Modernism*. New York: Columbia University Press, 2016: 130-145.

2014 Anti-Colonial Nationalism and Cosmopolitan ‘Standard Time’: Lala Har Dayal’s Forty Four Months in Germany and Turkey” *African, Asian, and Oceanic Negotiations of German Colonialism: Interactions, Resistance, and Memory* eds. Nina Berman, Klaus Muehlhan, and Patrice Ngang. Ann Arbor: University of Michigan Press, 195-211.

2013 “What Counts as World Literature?” with Caroline Levine. Special Issue of *Modern Language Quarterly: A Journal of Literary History* 74:2

Azam Syed Ahmed**Neurological Surgery**

Time Devoted to South Asia: 30%
Tenure Status: Assistant Professor (non-tenured)
Educational History: M.D. Loyola University, 2003
 B.S. Occidental College, 1999
Academic Specializations: Cerebrovascular disorders, Neuro-endovascular surgery
Languages: Urdu (5), Hindi (5), Arabic (3)
Honors/Distinctions: W.H. Coulter Translational Research Partnership Grant
 American Medical Association Research Seed Grant
 Member, American Association of Neurological Surgeons

Teri Allendorf**Forest & Wildlife Ecology**

Additional Affiliations: Land Tenure Center, Nelson Institute for Environmental Studies
Time Devoted to South Asia: 60%
Tenure Status: Assistant Scientist (non-tenured)
Educational History: Ph.D. University of Minnesota, 1999
 B.A. Northwestern University, 1991
Academic Specializations: Biodiversity values, Community-based conservation
Languages: Nepali (4), Burmese (3), Chinese (1), Swahili (1), Spanish (1)
Field Experience: China, Nepal, India, Myanmar, Uganda
Areas Studies Courses: Biodiversity Conservation & Sustainable Development in Southwest China
Honors/Distinctions: Research Associate, Smithsonian Conservation Biology Institute
 Fulbright Senior Specialist, Bangalore, India
 Conservation, Food, and Health Foundation Grant
 American Association for the Advancement of Science Fellowship

Selected Recent Publications:

Forthcoming “Effects of National-level Forest Management Regimes on Deforestation in the Himalaya” *Conservation Biology* with J. Brandt, et.al.
 2014 “Local Perceptions of Tibetan Village Sacred Forests in Northwest Yunnan” *Biological Conservation* 169: 303–310, with J.S. Brandt, et.al.
 2013 “Motivations of the Community Forest Protection Forces of the Manas Biosphere Reserve in Assam, India” *International Journal of Sustainable Development & World Ecology* 20:426–432, with R. Das, et.al.

Andrew Amstutz**Center for the Humanities and Asian Languages & Cultures**

Time Devoted to South Asia: 100%
Tenure Status: Postdoctoral fellow (non-tenured)
Educational History: Ph.D. Cornell University
Academic Specializations: Modern South Asian History
Languages: Urdu (4), Italian (4), Persian (3), Hindi (3)
Field Experience: India, Bangladesh, Pakistan
Areas Studies Courses: ALC 300: Introduction to Islam in India
Honors/Distinctions: Andrew W. Mellon Postdoctoral Fellow (2017-2019)
 Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowship (2014)
Selected Recent Publications:
 Forthcoming "A Pakistani Homeland for Buddhism: Displaying a National History for Pakistan beyond Islam, 1950-1969," *South Asia: The Journal of South Asian Studies* 42:2
 2013 "Emerging Christian Media in Egypt: Clerical Authority and the Visualization of Women in Coptic Video Films," *International Journal of Middle East Studies* 45:03
 Co-author with F. Armanios

Aseem Ansari**Biochemistry**

Additional Affiliations: The Genome Center
Time Devoted to South Asia: 30%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Northwestern University, 1994
 B.S. St. Xavier's College (India), 1987
Academic Specializations: Chemical genomics, Synthetic biology
Languages: Hindi (5), Urdu (5)
Field Experience: India
Honors/Distinctions: Post-doctoral fellow, Harvard University
 Co-founder, S.N. Bose Scholars Program
 Founder and director, Khorana Scholars Program
 National Science Foundation CAREER Award

Sumudu Atapattu**Law School**

Additional Affiliations: Nelson Institute for Environmental Studies
Time Devoted to South Asia: 75%
Tenure Status: Associate Director, Senior Lecturer (non-tenured)
Educational History: L.L.M. University of Cambridge, 1998
 Ph.D. University of Cambridge, 1995
Academic Specializations: Environmental law, International law, Climate change and human rights
Languages: Sinhala (5); French (2); Spanish (1)
Field Experience: Sri Lanka, Japan, Nepal
Area Studies Courses: INT LAW 918: Climate Change, Human Rights, & the Environment
 INT LAW 918: International Environmental Law
Graduate students supervised: 5
Honors/Distinctions: Director, UW Law School Research Centers
 Associate Director, Global Legal Studies Center
 Fulbright-Hays Senior Research Scholar Award
Selected Recent Publications:
 2017 International Environmental Law, Environmental Justice, and the Global South.
 With Carmen G. Gonzalez
 2015 *International Environmental Law and the Global South* Cambridge University Press,
 co-editor with S. Alam, et.al.

Bernadette Baker**Curriculum & Instruction**

Time Devoted to South Asia: 30%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Wisconsin-Madison, 1997
Academic Specializations: Global studies, Educational policy, Multicultural education
Field Experience: Australia, Finland, Denmark, China
Honors/Distinctions: Vilas Faculty Mid-Career Investigator Award
Selected Recent Publications:
 2015 "Technologies of Self and the Cultivation of Virtues" *Journal of Philosophy of Education* 49(2):255-273, with R. Hattam.

Ann Behrmann**Medicine & Public Health**

Time Devoted to South Asia: 50%
Tenure Status: Clinical Adjunct Assistant Professor (non-tenured)
Educational History: M.D. University of Cincinnati
Academic Specializations: Global Health, Pediatrics
Field Experience: India, Haiti
Honors/Distinctions: Faculty Affiliate, Health Sciences Learning Center
 Affiliate, Wisconsin Environmental Health Network

Rikhil Bhavnani**Political Science**

Additional Affiliations: La Follette School of Public Affairs, Elections Research Center
Time Devoted to South Asia: 75%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. Stanford University, 2010
 M.A. Stanford University, 2008
 M.S. London School of Economics, 2003
 B.A. Yale University, 2000
Academic Specializations: Inequalities in political representation, Political economy of migration
Languages: Hindi (5)
Field Experience: India
Area Studies Courses: PS 327/601: Indian Politics in Comparative Perspective
 PS 948: Political Inequality
Graduate students supervised: 10
Honors/Distinctions: Coordinator, Comparative Politics Colloquium
Selected Recent Publications:
 Forthcoming “Local Embeddedness and Bureaucratic Performance: Evidence from India” *Journal of Politics*, with A. Lee.
 2018 “The Effects of Malapportionment on Cabinet Inclusion: Subnational Evidence from India” *British Journal of Political Science* 48(1):69-89.
 2017 “Do the Effects of Temporary Ethnic Group Quotas Persist? Evidence from India” *American Economic Journal: Applied Economics* 9(3):105-123.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Kathryn Blomker**Nelson Institute for Environmental Studies**

Time Devoted to South Asia: 25%
Tenure Status: Honorary Fellow (non-tenured)
Educational History: M.S. University of Wisconsin-Madison, 1988
 B.S. University of Illinois at Urbana-Champaign, 1973
Academic Specializations: Site specific environmental education, Science education
Honors/Distinctions: Member, Holden Village Board of Directors
 Former Senior Lecturer, Science Education, UW-Madison
 Ann Wallace Academic Staff Distinguished Achievement Award

Gudrun Bühnemann**Asian Languages & Cultures**

Time Devoted to South Asia: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Vienna
Academic Specializations: Classical Indian Studies, Sanskrit language and literature, Hinduism, Indian Buddhism, Tantric iconography and ritual
Languages: Sanskrit (4), German (5)
Field Experience: Japan, India
Area Studies Courses: LCA 623: Yoga: Methods and Goals
 LCA 300/REL 400: Indian Traditions in the Modern Age
 LCA/REL 624: Meditation in Indian Buddhism and Hinduism
 LCA 300: Yoga: Ancient Philosophy, Modern Practice
Graduate Students Supervised: 3
Honors/Distinctions: Former chair, Languages & Cultures of Asia
 Fellowship, Institute for Research in the Humanities
 Grant recipient, National Endowment for the Humanities
 Fellowship, American Council of Learned Societies
 Member, American Academy of Religions
Selected Recent Publications:
 2017 “Churned from the Milk Ocean, Invoked into a Skull-Cup: The Goddess Vāruṇī in Nepal” *Berliner Indologische Studien/Berlin Indological Studies* 23: 215-264.
 2016 *The Iconography of Hindu Tantric Deities*. 2 Volumes. Revised ed. New Delhi: Aditya Prakashan/Biblia Impex, 2016.
 2015 *Śākyamuni's Return Journey to Lumbinī (lumbinīyātrā): A Study of a Popular Theme in Newar Buddhist Art and Literature* Lumbini: Lumbini International Research

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native

CSA CVs

Institute

Anthony Cerulli**Asian Languages & Cultures**

Time Devoted to South Asia: 100%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of Chicago, 2007
M.A. Yale University, 1999
B.A. Loyola University, 1994
Academic Specializations: Religion in South Asia, Hinduism, History of Medicine in India
Languages: Sanskrit (4), Hindi (2)
Area Studies Courses: LCA/REL 274: Religion in South Asia
LCA 100: Gateway to Asia: Special Topics
Graduate Students Supervised: 4
Honors/Distinctions: Fellowship, The Library of Congress
Fellowship, Guggenheim Memorial Foundation
Fellowship, National Endowment for the Humanities
Fellowship, Fulbright-Hays
Selected Recent Publications:
2018 *The Gift in India in Theory and Practice* Co-edited with Miriam Benteler
2016 "Body, Self, and Embodiment in the Sanskrit Classics of Āyurveda" *Refiguring the Body: Embodiment in South Asian Religions* eds. B. Holdrege and K. Pechilis. Albany: State University of New York Press, 59-88.
2015 "Unpuzzling an Aporia: Theorizing Acts of Ritual and Medicine in South India" *Journal of Ritual Studies* 29(2): 25-43.

Preeti Chopra**Art History**

Additional Affiliations: History, Asian Languages & Cultures
Time Devoted to South Asia: 50%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of California, Berkeley, 2003
M.C.P/M.L.A. University of California, Berkeley, 1993
B.Arch. Centre for Environmental Planning & Technology (India), 1987
Academic Specializations: Visual and spatial cultures and the history of South Asia, Cultural studies
Languages: Hindi (5), Punjabi (1), Gujarati (1)
Field Experience: India, the Netherlands
Area Studies Courses: AH/LCA 379: Cities of Asia;
AH/LCA 428: Visual Cultures of South Asia
AH/LCA 621: Mapping, Making, and Representing Colonial Spaces
Graduate students supervised: 8
Honors/Distinctions: Affiliate, Center for Visual Cultures
Fellow, Netherlands Institute for Advanced Study
Grant Recipient, Institute for Research in the Humanities

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

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Aparna Dharwadker**English**

Additional Affiliations: Interdisciplinary Theatre Studies
Time Devoted to South Asia: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Pennsylvania State University, 1990
 M.A. University of Delhi, 1977
 B.A. University of Rajasthan (Jaipur) 1975
Academic Specializations: Modern Indian theatre, Postcolonial modernisms, The global South
 Asian diaspora, Contemporary world theatre
Languages: Hindi (5), Marathi (5)
Field Experience: India
Area Studies Courses: ENG/THE 477: Diaspora and Theatre
 ENG/LCA 478: Indian Writers Abroad: Literature, Diaspora, and Globalization
Graduate Students Supervised: 3
Honors/Distinctions: Fellow, National Endowment for the Humanities
 Fellow, American Institute of Indian Studies
 Member, Fulbright Screening Committee (India)
Selected Recent Publications:
 Forthcoming *A Poetics of Modernity: Indian Theatre Theory, 1850 to the Present* editor.
 2015 *One Day in the Season of Rain*. Penguin Modern Classics.
 2015 "Modern Indian Theatre." *The Routledge Handbook of Asian Theatre* ed. Siyuan Liu.

Vinay Dharwadker**Comparative Literature & Folklore Studies**

Additional Affiliations: Asian Languages & Cultures
Time Devoted to South Asia: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Chicago, 1989
 M.S. University of Delhi, 1976
 B.S. University of Delhi, 1974
Academic Specializations: Indian and South Asian literature and cultural history
Languages: Hindi (5), Marathi (5), Panjabi (4), Urdu (4), Sanskrit (5)
Field Experience: India
Area Studies Courses: COMP LIT 358/958: Problems in Transnational Genre and Mode
 LCA 311/COMP LIT 350: Modern Indian Literatures
Graduate students supervised: 5
Selected Recent Publications:
 2017 "Mumbai's Marathi Modernists: A Memoir from the Margins." *Journal of Postcolonial Writing* 53:1-2, 88-107.
 2016 Kalidasa, *Shakuntala*. Translated by V. Dharwadker.
 2015 *One Day in the Season of Rain* Mohan Rakesh, trans. V. and A. Dharwadker

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Henry Drewal**Art History**

Additional Affiliations: Afro-American Studies
Time Devoted to South Asia: 30%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Columbia University, 1973
M.A. Columbia University, 1968
B.A. Hamilton College, 1964
Academic Specializations: African and African Diaspora Art
Languages: Spanish (2), Portuguese (2), Yoruba (2)
Field Experience: Brazil, Cuba, Ghana, Nigeria, Panama, Senegal, South Africa
Area Studies Courses: AH 241: Introduction to African Art and Architecture
AH 479: Carnival Arts of the African Diaspora
AH 601/2: Curating Africa/African Diaspora Arts
Graduate students supervised: 15
Honors/Distinctions: Fellow, the American Institute for Indian Studies
Fellow, the Smithsonian Institution
Senior Scholar, Fulbright (Morocco)
Selected Recent Publications:
Forthcoming “The Africans (Siddis) of India: Histories, Cultures, and Arts,” *The Worlds of Slavery: Global African Perspectives* ed. Kwasi Konadu, University of Rochester Press.
2013 *African Arts* editor, Special Issue on Afro-India 46(1).

John Dunne**Asian Languages & Cultures**

Additional Affiliations: Center for Healthy Minds
Time Devoted to South Asia: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Harvard University, 1999
M.A. Harvard University, 1988
B.A. Amherst College, 1984
Academic Specializations: Buddhist philosophy, Religious Studies, Contemplative Science
Languages: Sanskrit (5), Tibetan (5)
Area Studies Courses: LCA 630: Buddhist Accounts: Perception, Attention, Concept, Form
REL 200: The Art and Science of Human Flourishing
REL 400/EALL 300: Mindfulness in Theory and Practice
Graduate students supervised: 6
Honors/Distinctions: Grant recipient, John Templeton Foundation
Grant recipient, Hershey Family Foundation
Advisory Committee Member, Tibetan and Himalayan Digital Library
Selected Recent Publications:
Forthcoming “How the Mind Creates Emotion: Parallels in Buddhist Philosophy and Western Psychology” with P. Condon and L.F. Barrett.
2016 “Buddhist Philosophical Traditions” *Philosophy: Sources, Perspectives, and Methodologies* ed. D. Borchert. Michigan: Macmillan Reference, 175-89.
2015 *In Vimalakīrti’s House: A Festschrift in Honor of Robert A.F. Thurman on the*

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Occasion of his 70th Birthday ed. with C. Wedemeyer, et.al. New York: The American Institute of Buddhist Studies at Columbia University.

Lalita du Perron
Center for South Asia

Time Devoted to South Asia: 100%
Tenure Status: Associate Director
Educational History: Ph.D. University of London
Academic Specializations: North Indian classical vocal music
Languages: Hindi (4), Urdu (3), German (4), Dutch (5), Sanskrit (3), Spanish (3), French (2)
Field Experience: India
Area Studies Courses: ALC 300: Gender and Sexuality in South Asia
 ALC/GEO/HIS/SOC 252: The Civilizations of India: Modern Period
 INT ST 320: Interdisciplinary Approaches to South Asia Studies
Graduate students supervised: 1
Honors/Distinctions: Academic Director, South Asia Summer Language Institute
 Academic Director, South Asian Flagship Language Initiative
 Director, Alternative Inquiry, Women & Wellbeing in Wisconsin & the World
Selected Recent Publications:
 2013 *The Songs of North Indian Art Music*, with Nicolas Magriel

Johnathan Durr
Memorial Library

Time Devoted to South Asia: 60%
Tenure Status: LSA-Advanced/South Asian Languages Cataloger (non-tenured)
Educational History: M.A. University of Wisconsin-Madison, 2001
 M.A. Kent State University, 1996
Academic Specializations: History, Geography, Religions and Languages of India
Languages: Sanskrit (4), Hindi (4), Kannada (3), Bengali (2), German (3), Urdu (1)
Field Experience: India

Thomas Eggert**Nelson Institute for Environmental Studies**

Time Devoted to South Asia: 30%
Tenure Status: Senior lecturer (non-tenured)
Educational History: J.D. George Washington University, 1987
 M.P.A. University of Wisconsin-Madison, 1991
 B.S. University of Wisconsin-Madison, 1981
Academic Specializations: Sustainability, Corporate social responsibility Systems thinking
Field Experience: the Philippines
Area Studies Courses: ENV ST 402: Systems Thinking & Sustainability
 BUS 711: Ethics, Values, and Sustainability
 ENV ST 999: Sustainability and Entrepreneurship
Honors/Distinctions: Executive Director, WI Sustainable Business Council
Selected Recent Publications:
 2014 “Wisconsin Can Still Lead on Renewable Energy” *Midwest Energy News*.

Sara Farsiu**Second Language Acquisition**

Time Devoted to South Asia: 100%
Tenure Status: Teaching Assistant (non-tenured)
Educational History: Ph.D. University of Wisconsin-Madison, pending
 M.A. University of Cologne (Germany), 2012
 B.A. College for International Students, Cologne, 2004
Academic Specializations: Middle Eastern languages and cultures, language acquisition
Languages: Persian (5), German (5)
Field Experience: Germany, Iran
Area Studies Courses: ALC LANG 364: Second Semester Persian
 ALC LANG 464: Fourth Semester Persian
Selected Recent Publications:
 2013 “Shemiran: The Palaces and Gardens” *Farhang-e Mardom, an Iranian Folklore Quarterly* 45-46: 16-40.

Anna Gade**Nelson Institute for Environmental Studies**

Additional Affiliations: Asian Languages and Cultures, Religious Studies
Time Devoted to South Asia: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Chicago
Academic Specializations: Global, cultural, historical, religious responses to environmental change
Field Experience: Indonesia, New Zealand
Area Studies Courses: ENV ST 113: Environmental Studies: The Humanistic Perspective
 ENV ST 270: The Environment: Religion and Ethics
 LCA 206: Introduction to the Qur'an
Graduate Students Supervised: 3
Honors/Distinctions: Faculty affiliate, Global Legal Studies Center
 Faculty affiliate, Center for Culture, History, and Environment
Selected Recent Publications:
 Forthcoming "Smoke, Fire, and Rain: Islamic Environmental Ethics in the Time of Burning" *Piety, Politics and Ethics in Southeast Asian Islam: Beautiful Behavior* ed. Robert Rozehnal London.: Bloomsbury Publishing.
 2016 "Roundtable on Normativity in the Study of Islam: A Response" *Journal of the American Academy of Religion* 84(1): 113-126.
 2015 "Indonesian Islamic Law of the Environment: *Fatwa* and *Da'wa*" *Worldviews: Global Religions, Culture and Ecology* 19(2): 161-183.

Christine Garlough**Gender & Women's Studies**

Additional Affiliations: Comparative Literature and Folklore Studies
Time Devoted to South Asia: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Minnesota, 2002
Academic Specializations: Art and activism, Feminist studies, India, South Asia, diaspora studies
Languages: Gujarati (3)
Area Studies Courses: GWS 102: Gender, Women, and Society in Global Perspective
 GWS 426: Gender and Grassroots Politics Across the Globe
Graduate Students Supervised: 5
Honors/Distinctions: Director, Center for South Asia
 Director of Graduate Studies, Gender & Women's Studies
 Faculty Affiliate, Interdisciplinary Theatre Studies
 Faculty Affiliate, Center for the Study of Upper Midwestern Cultures
 Principle Investigator, Fulbright Pakistan Workshop, Institute of International Education, Center for South Asia
Selected Recent Publications:
 Forthcoming "Anti-Suffrage Sentiment: Opposing Feminist Reforms in India to Maintain the British Raj and its 'Emancipatory' Potential" *South Asia: Journal of South Asian Studies*.
 2015 "Refiguring the Hijra: Performing the 'Third Gender' in Yoni ki Baat," *Journal of American Folklore*, Special Issues on Asian Folklore, with A. Emon.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Sundaram Gunasekaran**Biological Systems Engineering**

Additional Affiliations: Food Science
Time Devoted to South Asia: 25%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Illinois at Urbana-Champaign, 1985
M.Eng. Asian Institute of Technology (Thailand), 1981
B.Eng. Tamil Nadu Agricultural University (India), 1977
Academic Specializations: Food engineering
Languages: Tamil (5)
Field Experience: Thailand, India
Honors/Distinctions: Fulbright Fellow
Recipient, International Dairy Foods Research Award
Recipient, Samuel C. Johnson Distinguished Research Fellow
Selected Recent Publications:
2018 “Bifunctional linker-based immunosensing for rapid and visible detection of bacteria in real matrices.” *Biosensors and Bioelectronics*. 100 (2018): 389-395. With Y You, S Lim, J Hahn, YJ Choi.
2018 “Sensitive Detection of Pesticides by a Highly Luminescent Metal-organic Framework.” *Sensors and Actuators B: Chemical*. 260(2018): 339-345. With Xiahong Xu, Yuna Guo, Xiangyun Wang, Wang Li, Peipei Qi, Zhiwei Wang, Xinquan Wang, Qiang Wang.
2017 “Ultrasensitive electrochemical immunoassay for melanoma cells using mesoporous polyaniline.” *Chemical Communications*. DOI: 10.1039/C7CC09248B. with MUA Prathap, CI Rodriguez, O Sadak, J Guan, V Setaluri

Laura Hammond**South Asia Summer Language Institute**

Time Devoted to South Asia: 100%
Tenure Status: Administrative Director (non-tenured)
Educational History: M.B.A. University of Wisconsin-Whitewater, pending
B.F.A. University of Washington-Seattle
Languages: Mandarin (2), Indonesian (2)
Field Experience: Italy, Taiwan, United Kingdom

Anne Hansen**History**

Time Devoted to South Asia: 100%

Tenure Status: Professor (tenured)

Educational History: Ph.D. Harvard University
M.A. Harvard University
M.Div. Harvard Divinity School
B.A. St. Olaf College

Academic Specializations: History of Buddhist ethics, Social justice movements in Southeast Asia

Languages: Pali (4)

Area Studies Courses: HIS/REL/ASIAN 267: Asian Religions in Global Perspective
HIS/REL/ASIAN 308: Introduction to Buddhism
HIS/REL/ASIAN 547: Religion, Colonialism and Modernity in Asia
HIS 706: Transnational Religion and Social Justice Movements

Graduate students supervised: 4

Honors/Distinctions: Director of Undergraduate Studies, History
Institute for Research in the Humanities Residential Fellowship
National Endowment for the Humanities Collaborative Project Grant

Selected Recent Publications:

2017 “Buddhist Communities of Belonging in Early Twentieth Century Cambodia”
Buddhist Encounters with Modernity, Theravada Civilizations Project Vol 1, eds.
Steven Collins and Juliane Schober. London and New York: Routledge Press.

2016 “Painting Ethics: Death, Love, and Moral Vision in the *Mahāparinibbāna*” *Journal of Religious Ethics* 44(1): 17-50.

Sherry Harlacher**School of Human Ecology**

Time Devoted to South Asia: 50%

Educational History: Ph.D. Arizona State University

Academic Specializations: Art, Ethnicity, and Religions Identity in South and Southeast Asia; South and Southeast Asian Book Art Traditions; Asian Ceramic and Textile Traditions; Museology and Digital Humanities

Languages: Hindi (2), Sinhala (2), Bahasa Indonesia (2), Sanskrit (1), French (3)

Field Experience: Sri Lanka

Honors/Distinctions: Director, Center for Design and Material Culture
Distinguished Director of Helen Louise Allen Textile Collection

Victor Jew**Asian American Studies**

Time Devoted to South Asia: 40%

Tenure Status: Senior Lecturer (non-tenured)

Educational History: Ph.D. University of Wisconsin-Madison, 1994
M.A. University of Wisconsin-Madison, 1983
B.A. University of California, Los Angeles, 1978

Academic Specializations: Asian American Studies, Film Studies, Diaspora and Settlement, Law

Area Studies Courses: ASIAN AM 101: Introduction to Asian American Studies
ASIAN AM 560: Asian America as Public Policymaking

Honors/Distinctions: Andrew Mellon Foundation “Humanities Without Walls: The Global Midwest” (2016-2017)

Selected Recent Publications:

2016 “The Anti-Chinese Massacre in Los Angeles as a Reconstruction-Era Event” *American History: Oxford Research Encyclopedias*

2015 *Asian Americans in Michigan. Voices from the Midwest.* Wayne State University Press.

2015 ““It Falls Into Who Are They?” The Cultural Interface of Southeast Asian Refugee Policymaking, 1975-1980,” *Harvard Asian American Policy Review Journal*. 25th Anniversary Issue. Spring 2015.

J. Mark Kenoyer**Anthropology**

Additional Affiliations: Asian Languages & Cultures

Time Devoted to South Asia: 100%

Tenure Status: Professor (tenured)

Educational History: Ph.D. University of California, Berkeley, 1983
M.A. University of California, Berkeley. 1977
B.A. University of California, Berkeley, 1974

Academic Specializations: Archaeology of the Indus Civilization

Languages: Bengali (5), Hindi (5), Urdu (5), Pashto (1), French (2), Italian (2)

Field Experience: India, Pakistan, Oman, China, Taiwan

Area Studies Courses: ANTHRO 310: Archaeology of South Asia and the Indus Civilization
ANTHRO 102: Archaeology and the Prehistoric World

Graduate Students Supervised: 5

Honors/Distinctions: George F. Dales Jr. and Barbara A. Dales Professor
Archaeological Research and Cultural Heritage Program, US State Dept.
University Housing Honored Instructor
Visiting Scholar, Kerala University
Visiting Faculty, Indian Institute of Technology, Gandhinagar

Selected Recent Publications:

Forthcoming *Ancient Cities of the Indus Valley Civilization* 2nd, Revised Ed., Oxford University Press.

2017 *Archaeology and Cultural Heritage in Pakistan, Afghanistan and India*, editor.

2017 “Indus Potters in Central Oman in the Second Half of the 3rd Millennium BC. First Results of a Technological and Archaeometric Study” *Seminar for Arabian Studies*

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

47:1-22, with S. Méry, et.al.

Jampa Khedup**Asian Languages & Cultures**

Time Devoted to South Asia: 100%
Tenure Status: Senior Lecturer (non-tenured)
Educational History: Ph.D. Sera Jey Monastic University (India), 1997
 M.A. Sera Jey Monastic University, 1990
 B.A. Sera Jey Monastic University, 1988
Academic Specializations: Tibetan
Languages: Tibetan (5)
Field Experience: India, Tibet
Area Studies Courses: LCA 421: A Survey of Tibetan Buddhism
 LCA LANG 369-558: First-Sixth Semester Tibetan
 ASIAN 268/300: Tibetan Cultures and Traditions
Honors/Distinctions: Lecturer, South Asian Summer Language Institute
 Member, North American Tibetan Language Program

Elizabeth Lhost Legal Studies/Center for the Humanities/Institute for Research in the Humanities

Time Devoted to South Asia: 75%
Tenure Status: Postdoctoral Fellow/non-tenure track
Educational History: MA/Ph.D. University of Chicago
 MA University of Wisconsin-Madison
Academic Specializations: Law and Religion in Nineteenth-Century South Asia
Languages: Hindi (4), Urdu (4), Persian (4), Arabic (2), French (2), Telugu (1)
Field Experience: India
Area Studies Courses: HIST 500/LEGAL ST 450: Introduction to Islamic Law
 HIST 500-04/LEGAL ST 450-14/RELIG ST 500-01: Law and Religion
Honors/Distinctions: American Institute of Pakistan Studies, At-Large Trustee (2018-present)
 Andrew W. Mellon Postdoctoral Fellow (2017-2019)
 Mellon/ACLS Dissertation Completion Fellow (2016-2017)
 Social Science Research Council, International Dissertation Research
 Fellow (2014-2015)
Selected Recent Publications:
 2018 "Writing Law at the Edge of Empire: Evidence from the Qazis of Bharuch," *Itinerario*
 (forthcoming)

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Chris Livanos**Comparative Literature & Folklore Studies**

Time Devoted to South Asia: 50%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. Harvard University
Academic Specializations: Literature of the Medieval and Early Modern Mediterranean
Languages: Greek (5), Latin (5), Sanskrit (5), Spanish (5)
Field Experience: India, Greece
Area Studies Courses: CL 203: Yoga in Poetry and Pose
 CL 350: Mystical, Tantric, and Yoga Traditions
 CL 358: Heroic Epic of India and Greece
 CL 475: Poetics and Literary Theory
 CL 370/770: Comparative Problems in Periods and Movements

Graduate students supervised: 3

Selected Recent Publications:

2018 “‘How Come I’m not Comfortable?’ The Meaning of *Sukha*” *Yoga International*
 2018 *The Poems of Christopher Mytilene and John Mauropous*, edited and translated with Floris Bernard. Harvard University Press.

Todd Michelson-Ambelang**Memorial Library**

Additional Affiliations: German, Nordic & Slavic
Time Devoted to South Asia: 50%
Tenure Status: Associate Lecturer (non-tenured)
Educational History: Ph.D. University of Wisconsin-Madison, 2015
 M.A. University of Wisconsin-Madison, 2007
 B.A. Arizona State University
Academic Specializations: Scandinavian philology, Historical linguistics, Medieval studies
Languages: Norwegian (5), Old Norse (3), German (5), Dutch (3)
Area Studies Courses: Sagas of the Icelanders Scandinavian Life
Selected Recent Publications:
 Forthcoming “Guðrún’s Mysterious Missing Husband”
 2016 “Fee South Asian Resources for Educators” *UW-Madison Library Research Guide*
 2016 “Introductory Research on South Asia” *UW-Madison Library Research Guide*

Anita Mukherjee**Risk & Insurance**

Additional Affiliations: Law School
Time Devoted to South Asia: 25%
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. University of Pennsylvania, 2014
 M.S. Stanford University, 2007
 B.A./B.S. Stanford University, 2007
Academic Specializations: Health, aging, and insurance, Law and economics
Languages: Bengali (5), French (3), Hindi (1)
Honors/Distinctions: Wisconsin Naming Partners Fellow
 Educational Innovation Teaching Award, Wisconsin School of Business
 NBER grant recipient
Selected Recent Publications:
 Forthcoming “Assessing the Demand for Micropensions among India’s Poor” *The Journal of the Economics of Ageing* with Olivia S. Mitchell.

Viren Murthy**History**

Time Devoted to South Asia: 100%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of Chicago
 M.A. University of Hawaii at Manoa
 B.A. Lake Forest College
Academic Specializations: Historical conditions for philosophy and politics in East Asia, Buddhism
Area Studies Courses: HIS 228: Historicizing Popular Culture in Asia
 HIS 228: Pan-Asianism in History
 HIS 255: East Asian Civilization
Graduate students supervised: 5
Selected Recent Publications:
 2017 *East-Asian Marxisms and Their Trajectories* Routledge Taylor & Francis Group, co-editor with Joyce C.H. Liu.
 2014 *The Challenge of Linear Time: Nationhood and the Politics of History in East Asia* Brill publishing.

Corrie Norman**Religious Studies**

Time Devoted to South Asia: 20%
Tenure Status: Associate Director (non-tenured)
Educational History: Ph.D. Harvard University
Academic Specializations: Religious Studies Theory and Method, Cross-Cultural Foodways and Religion, Religion and Health, Christianity
Languages: French (3), German (4), Italian (4), Latin (4)

Asifa Quraishi-Landes**Law School**

Time Devoted to South Asia: 40%
Tenure Status: Professor (tenured)
Educational History: S.J.D. Harvard Law School, 2006
 L.L.M. Columbia Law School, 1998
 J.D. University of California-Davis, 1992
 B.A. University of California-Berkeley, 1988
Academic Specializations: Islamic law, Islamic constitutionalism, Comparative constitutionalism
Languages: Arabic (5), Urdu (5)
Field Experience: Qatar, Egypt
Area Studies Courses: LAW 731: Constitutional Law I
 LAW 740: Constitutional Law II
 LAW 896: WI Journal of Law, Gender & Society
 LAW 940: Introduction to Islamic Law
Honors/Distinctions: Faculty director, graduate programs
 Member and former President, National Association of Muslim Lawyers
 Fellow, Institute for Social Policy and Understanding
 Recipient, Teacher of the Year Award
 Fellow recipient, Guggenheim Foundation
 Advisor, Muslim Women's League
Selected Recent Publications:
 Forthcoming "Healing a Wounded Islamic Constitutionalism: Sharia, Legal Pluralism, and Unlearning the Nation-State Paradigm" *Transformative Constitutionalism* ed. Boaventura DeSousa Santos.
 Forthcoming "Legislating Morality and Other Illusions about Islamic Government" *Locating the Shari'a: Legal Fluidity in Theory, History and Practice* eds. Nathan S. French and

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Sohaira Z. M. Siddiqui Oxford University Press.

Paul Robbins

Nelson Institute for Environmental Studies

Time Devoted to South Asia: 25%

Tenure Status: Director (non-tenured)

Educational History: Ph.D. Clark University, 1996
M.A. Clark University, 1994
B.A. University of Wisconsin-Madison, 1989

Field Experience: India

Area Studies Courses: Introduction to Environmental Studies
ENV ST 402: Social Perspectives in Environmental Studies

Graduate students supervised: 5

Honors/Distinctions: Grant recipient, National Science Foundation

Selected Recent Publications:

- 2015 "Eroding Cultures and Environments: What a Rapidly Changing Earth Means for the Richness of Human Experience" *Georgetown Journal of International Affairs*
- 2013 *World Regions in a Global Context: People, Places, and Environments* Fifth Edition. New York: Prentice Hall, ed. with S. Marston, et.al.

Ellen Sapega

Institute for Regional and International Studies

Additional Affiliations: Department of Portuguese and Spanish

Time Devoted to South Asia: 20%

Tenure Status: Professor (tenured)

Educational History: Ph.D. Vanderbilt University, 1988
M.A. Vanderbilt University, 1986
B.A. Smith College, 1980

Academic Specializations: Spanish, Portuguese, Iberian Studies, Comparative and World Literature

Languages: Spanish (5), Portuguese (5)

Graduate Students Supervised: 13

Area Studies Courses: PORTU 226: Third Year Conversation and Composition
PORTU 311: Fourth Year Conversation and Composition
PORTU 330: History of the Portuguese Language
PORTU 362: Brazilian Civilization

Honors/Distinctions: Education Innovation Small Grant for the Open Portuguese Textbook Project (2015)
Resident Fellowship, Institute for Research in the Humanities (2014)
Hilldale Undergraduate/Faculty Research Fellowship (2013)
Sabbatical Award (2013)
University of Wisconsin Graduate School Vilas Associate Award (2012-2014)

Selected Recent Publications:

- Forthcoming *City of Disquiet: Imagining Lisbon at the End of the 20th Century*
- 2018 "Mining Memory's Archive: Two Recent Portuguese Documentaries about the Second World War." *Transnational Portuguese Studies*. Eds. Hilary Owen and Claire Williams

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

2017 “Almada en la ciudad: ¿encargo u obra?” *Dearq. Revista de arquitectura*, Universidad de los Andes, Bogotá, Colombia. 21 (2017). 32-43.

Hemant Shah**Journalism**

Additional Affiliations: Asian American Studies
Time Devoted to South Asia: 70%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Indiana University
 M.A. Purdue University
 B.A. University of California-San Diego
Academic Specializations: Mass media and social change, Race and media
Field Experience: India, Uganda
Area Studies Courses: JOUR 162: Mass Media in Multicultural America
 JOUR 662: Mass Media and Minorities
 JOUR 880: Race, Ethnicity, and Media
Honors/Distinctions: Director, School of Journalism and Mass Communication
 Helen Firstbrook Franklin Professor

Mitra Sharafi**Law School**

Additional Affiliations: Legal Studies, History
Time Devoted to South Asia: 100%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. Princeton University, 2006
 L.L.M. Oxford University, 1999
 J.D. Cambridge University, 1998
 B.A. McGill University, 1996
Academic Specializations: Legal history of South Asia
Languages: French (4), Gujarati (3), German (3), Persian (1), Hindi (1), Latin (1)
Area Studies Courses: Law & Colonialism
 HIS/LEG ST 510: Legal Pluralism
Honors/Distinctions: Residential Fellowship, Institute for Research in the Humanities
 J. Willard Hurst Award, Law and Society Association
 Grant recipient, National Science Foundation
 Co-organizer, Annual South Asia Legal Studies Workshop
Selected Recent Publications:
 2017 “Parsi Life Writing: Memoirs and Family Histories of Modern Zoroastrians” *Holy Wealth: Accounting for This World and the Next in Religious Belief and Practice: Festschrift for John R. Hinnells* ed. Almut Hintze. Wiesbaden: Harrassowitz, 251-77.
 2015 “South Asian Legal History” *Annual Review of Law and Social Science* 11: 309-36.
 2014 *Law and Identity in Colonial South Asia: Parsi Legal Culture, 1772-1947* New York: Cambridge University Press.

Sweeta Shrestha**Population Health Institute**

Additional Affiliations: Population Health Sciences
Time Devoted to South Asia: 30%
Tenure Status: Fellowship Program Manager (non-tenured)
Educational History: M.P.H. University of Wisconsin-Madison
Academic Specializations: Global health and bioethics
Field Experience: Uganda, Nepal, Zambia, Ethiopia, South Africa, Sri Lanka
Honors/Distinctions: Former Assistant Director for Education, Global Health Institute

Mark Sidel**Law School**

Time Devoted to South Asia: 25%
Tenure Status: Professor (tenured)
Educational History: J.D. Columbia University, 1985
M.A. Yale University, 1982
B.A. Princeton University, 1979
Academic Specializations: Philanthropy and the law; Human trafficking, Law and society in Asia
Languages: Chinese (3), Vietnamese (2)
Field Experience: China, Thailand, Vietnam
Area Studies Courses: LAW 940: Human Trafficking & Involuntary Servitude
LAW 940: 940 Nonprofit and Philanthropic Organizations
Honors/Distinctions: Doyle-Bascom Professor of Law and Public Affairs
Consultant (Asia), International Center for Not-for-Profit Law (ICNL)
Former Director, Center for South Asia

Selected Recent Publications:

Forthcoming *Global Issues in Nonprofit Law and Policy*
2016 "Civil Society Regulation and Space in Asia and the Turn Against Politics" *Charity Law & Practice Review* 18: 133-157.
2015 *Central-Local Relations in Asian Constitutional Systems* Bloomsbury: Hart Publishing, ed. with Andrew Harding.

Gurindar Sohi**Computer Sciences**

Additional Affiliations: Electrical & Computer Engineering
Time Devoted to South Asia: 10%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Illinois, 1985
Academic Specializations: Computer architecture, Memory systems, Performance evaluation
Languages: Panjabi (5)
Graduate students supervised: 18
Honors/Distinctions: John P. Morgridge Professor
 E. David Cronon Professor of Computer Sciences
 Former department chair, Computer Sciences department
 Recipient, WARF Kellett Mid-Career Faculty Researcher award

Selected Recent Publications:

- 2018 “Filtering Translation Bandwidth with Virtual Caching” 23rd ACM International Conference on Architectural Support for Programming Languages and Operating Systems (ASPLOS 2018), March 2018. With Hongil Yoon, Jason Lowe-Power
- 2017 “ATM: Approximate Task Memoization in the Runtime System” IPDPS 2017 : 31st IEEE International Parallel & Distributed Processing Symposium. With Iulian Brumar, Marc Casas, Miquel Moreto, Mateo Valero
- 2016 “Revisiting Virtual L1 Caches: A Practical Design Using Dynamic Synonym Remapping.” 22nd IEEE Symposium on High Performance Computer Architecture (HPCA-22), March 2016. With Hongil Yoon

Nikhil Tiwari**Asian Languages & Cultures**

Time Devoted to South Asia: 100%
Tenure Status: Teaching Assistant (non-tenured)
Educational History: Ph.D. University of Wisconsin-Madison, pending
Languages: Hindi (5)
Area Studies Courses: LCA Lang 453: Third Semester Hindi
 LCA Lang 454: Fourth Semester Hindi

Sachin Tuli**International Business**

Additional Affiliations: Marketing
Time Devoted to South Asia: 60%
Tenure Status: Faculty Associate (non-tenured)
Educational History: M.S. University of Wisconsin, Madison
 B.B.A. University of Wisconsin, Madison
Academic Specializations: International business, Global marketing
Field Experience: China, India, Thailand, United Arab Emirates, Vietnam
Area Studies Courses: INT 200: Introduction to International Business
 BUS 999: Strategy/China Prep
 MKT/INT 420: Global Marketing Strategy
Honors/Distinctions: Member, University International Travel Committee
 Former Director, International Programs
 Former Assistant Director, UW-Madison Center of International Business Education and Research
Selected Recent Publications:
 2014 “India Trade Mission Briefing” *Business and Cultural Considerations for India*

Rachel Weiss**Asian Languages & Cultures**

Time Devoted to South Asia: 100%
Tenure Status: Undergraduate Advisor, Graduate Program Coordinator (non-tenured)
Educational History: M.A. University of Wisconsin-Madison
 B.A. University of Wisconsin-Madison
Languages: Tamil (5), Hindi (1), French (1), Nepali (1), Italian (1)
Field Experience: India, Nepal

André Wink**History**

Time Devoted to South Asia: 80%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Leiden, 1984
 M.A. University of Leiden
 B.A. University of Leiden
Academic Specializations: Medieval/Early modern India and Indian Ocean area
Languages: Hebrew (4), Dutch (5), Persian (5)
Area Studies Courses: HIS 130: Introduction to World History
 HIS 142: History South Asia to the Present
 HIS 463/857: Empires of the East
 HIS 621: Buddhism in the History of South and Southeast Asia
 HIS 757: Pro-seminar in Indian History
Honors/Distinctions: Senior Fellow, Institute for Research in the Humanities

Stephen Young**Geography**

Additional Affiliations: International Studies
Time Devoted to South Asia: 80%
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. University of Washington, 2010
 M.S. University of Edinburgh, 2002
 B.A. University of Leeds, 2000
Academic Specializations: Economic geography and development studies in India
Area Studies Courses: INT ST 101: Introduction to International Studies
 INT ST 402: Global Poverty and Inequality
Graduate students supervised: 2
Honors/Distinctions: Faculty Affiliate, International Learning Community
 Chancellor's Distinguished Teaching Award
 Blended Learning Fellow
Selected Recent Publications:
 2017 “Beyond Improvisation? The Rise and Rise of Youth Entrepreneurs in North India”
Transactions of the Institute of British Geographers 42(1): 98–109, with S. Kumar and
 C. Jeffrey.
 2017 “From a Politics of Conviction to a Politics of Interest? The Changing 'Ontologies' of
 Youth Politics in India and Nicaragua” *Antipode* 49(1): 193–211, with D. Rodgers.
 2016 “College Entrepreneurs in India: The Fortune at the Bottom of a Pyramid Scheme”
Geographies of Children and Young People eds. N. Ansell and N. Klocker. London:

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Springer.

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Project Goal #1 – Increase access of undergraduates to international education

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1 : increase or sustain number of non-area studies undergraduates attending area studies classes	A1. Sustain number of students enrolled in IS320	Enrollment	Annual	Enrollment	20	20	20	20	20
	A2. Increase number of undergraduates in Internationalizing classes in Curriculum & Instruction	Enrollment	Annual	Enrollment	20	23	25	27	28
PM2: increase number of undergraduates studying abroad	B1. Promote Study Abroad in Area Studies classes	Classes in which Study Abroad is promoted	Annual	Study Abroad office	2	3	5	7	8
	B2. Increase enrollments in study abroad programs	Enrollment	Annual	Study Abroad office	25	28	30	33	36
	B3. Increase number of undergraduates interning in South Asia	Enrollment	Annual	International Internship office	5	6	7	8	9
PM3: increase enrollment in South Asia tracks	C1. Increase enrollment in UG Certificate	Enrollment	Annual	IRIS Assisatnt Director for Advising Enrollments	8	9	10	11	12
	C2 Increase enrollment in South Asia track of ALC Major	Enrollment	Annual		0	n/a	2	4	6

Project Goal #2 Help Community College and MSI Faculty and students internationalize their curriculum/study

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1 : increase or sustain number of MSI faculty attending Annual Conference on South Asia PM2: increase # of lectures at MSIs PM3: increase CC enrollment at UW through Global Passport Program	A1.Invite faculty to apply	Applications	Annual	Applications	7	8	9	10	11
	A2. Sustain number of faculty sponsored to attend	Attendance	Annual	Conference registraton	3	3	3	3	3
	B1. Encourage presenters at weekly lecture series to include a visit to CMN/LCO	Invitations issued	Weekly	Corresponde nce	0	7	10	12	14
	B2. Increase lectures at CMN/LCO	# of lectures	Annual	Data from CMN/LCO	0	1	2	3	4
	C1. Advertise at Madison College Resource Fair	Attendance at Fair	Annual	MC data	0	25	35	45	50
	C2. Increase enrollment in UW courses	Enrollment	Annual	Enrollment	0	2	4	5	6

Project Goal #3 Alert students to the viability of government service

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1 : increase number of events promoting government service	A1.Alumni/government official lecture series	Lecture series	Annual	Lecture series	0	1	2	3	3
	A2. WISLI career fair	Career Fair attendance	Annual	Attendance #s	0	25	35	45	55
	A3. Government agencies on campus for info sessions	Agency presence	Annual	Agency presence	2	2	3	4	4
PM2 : work with Wisconsin Language Roadmap Initiative (WLRI) to increase career options for students	B1. Attend WLRI meetings to gather information	Meeting attendance	Annual	Meeting attendance	0	1	2	2	3
	B2. Promote the WLRI among stakeholders	WLRI evaluations	Annual	WLRI data	0	10	15	20	25

Project Goal #4 Promote visibility of the Center for South Asia

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4

PM1 : increase social media traffic to CSA	A1. Youtube subscribers	Youtube	Annual	Youtube	64	200	225	250	300
	A2. Twitter	Twitter	Annual	Twitter	620	650	700	750	800
	A3. Student listserv	UW listserv	Annual	Listserv subscribers	200	220	240	250	275
PM2 : increase podcast /blog engagement	B1. Increase # of available podcasts	CSA website	Annual	CSA website traffic stats	90	95	100	105	110
	B2. Increase # of available blogs	CSA website	Annual	CSA website traffic stats	0	5	10	15	20



College of Menominee Nation

June 14, 2018

Guido Podestá,
Vice Provost and Dean, International Division
University of Wisconsin-Madison
Office of the Provost
Bascom Hall
500 Lincoln Drive
Madison, Wisconsin 53706
University of Wisconsin Madison

Re: CMN SDI Letter of Support for UW Madison NRC Proposal to U.S Department of Education

Posoh (Hello) Dr. Podestá

As Director of the Sustainable Development Institute at the College of Menominee Nation I am writing to express my strong support for the UW Madison National Resource Centers application to the U.S. Department of Education Title VI competition. In the past few years we have collaborated with UW Madison in hosting international exchanges on CMN campus, at UW Madison events, and other events such as the UN Permanent Forum on Indigenous Peoples Issues. These activities provide opportunities for CMN, SDI and Menominee community members to learn more about other indigenous communities, which creates a better understanding to address issues common to our communities. Through the new proposal we hope to continue to build on these partnerships and opportunities to advance CMN SDI capacity to create and support exchanges with Indigenous communities from around the world on issues of sustainability.

If you have any questions please do not hesitate to contact me at 715/799-6226 or by e-mail ccaldwell@menominee.edu.

Respectfully,

Christopher M. Caldwell,
Director of Sustainable Development Institute
College of Menominee Nation

Cc: Dr. Paul Trebian, President, College of Menominee Nation

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Jack E. Daniels, III, Ph.D., President

June 8, 2018

Dear Vice Provost Podestá:

Madison College is extremely pleased to support the University of Wisconsin-Madison (UW-Madison) proposals for U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants. Madison College, a Title VI UISFL institution, is proud to partner with UW-Madison's International Division and the Institute for Regional and International Studies (IRIS) and its several area studies centers in a number of mutually beneficial efforts that extend across a spectrum of curriculum programming, events, and developmental opportunities that model the spirit and purpose of Title VI. I want to highlight just a few of these as irreplaceable contributions to Wisconsin's international learning community:

- A cornerstone of our partnership is the *Global Studies Passport* program – a collaborative agreement that increases international studies and language-learning opportunities for Madison College students who enroll in the Interdisciplinary Global Studies Certificate curriculum. The initiative, started in January of 2016, offers a pathway to expand student learning in the international fields of study and cultivate interest in the future completion of area studies and foreign language degrees. *Passport* provides incentives for Madison College students to enroll in globally oriented courses by providing dual credit at both institutions. Recently, we have worked together to streamline enrollment actions and work directly with classroom instructors to ensure available seats for Madison College students in UW-Madison courses. This renewed vigor should increase the number of participants as a pathway to heightened success.
- Madison College remains an enthusiastic stakeholder in the Wisconsin Language Roadmap Initiative, an effort headed by the UW-Madison Language Institute, the Department of Public Instruction, and the Wisconsin Economic Development Corporation. The Language Roadmap strengthens and expands language education in Wisconsin in a strategic framework that provides a coherent plan to match resources to opportunities and needs. An emerging pillar of this initiative is a partnership that allows Madison College students to participate in the Wisconsin Intensive Summer Language Institute (WISLI). This collaboration, once mature, will render many benefits to both institutions -- offering stipends and scholarships to support participating Madison College students while streamlining the program requirements to meet local community college students' unique living and learning circumstances.
- We also are very gratified to continue working with UW-Madison as co-sponsors for the annual International Institute for faculty members of the Wisconsin Technical College System. The International Institute is a forum in which Madison College hosts workshops to strengthen opportunities to integrate international perspectives and comparative global cultures into two-year college classrooms. This program brings together nearly 100 Madison College and other WI Technical College System faculty from around the state for a valuable day of shared learning that places international awareness at the forefront of our teaching repertoire.

- Beginning in 2019, IRIS and other area studies centers are dedicating competitive mini-grants to Madison College and other Wisconsin Technical College System faculty to support efforts to internationalize curricula. These grants, competitively awarded via a jointly administered proposal process, will offer a much-needed means of promoting academic interest in international studies and foreign language education among community college students while invigorating faculty's intellectual pursuits and growth in the global arena.
- In addition to the highlighted programs above, Madison College and UW-Madison have been engaged in rich and substantive collaboration on numerous other initiatives for more than a decade including joint conferences and workshops, shared study abroad opportunities, development of shared Chinese and Arabic language curriculum, International Education Week activities, guest speakers, and faculty professional development.

Madison College welcomes the opportunity to collaborate with UW-Madison on these and other projects and specifically commits to support these initiatives including the following actions and activities:

- Grow enrollment in the *Passport* program through recruitment, promotion and collaboration with IRIS units;
- Recruit, promote, and foster language study dual enrollment and transfer, with particular focus on less commonly taught languages and the Wisconsin Intensive Summer Language Institute (WISLI);
- Collaborate with UW-Madison centers in hosting the annual Madison College International Education Institute;
- Collaborate on a joint proposal and review process to administer faculty mini-grants for international education initiatives;
- Provide documentation of all activities and use of funds in compliance with federal regulations and guidelines.

In summary, Madison College is pleased to support a highly robust and valuable relationship with UW-Madison's International Division and are committed to the initiatives above. This relationship will continue to pay dividends as we work in partnership to broaden students' intellectual horizons and encourage them to consider pursuing degree programs in international studies and foreign languages. The Title VI National Resource Center grants in the International and Area Studies and Foreign Language fields are invaluable to these efforts. On behalf of the Madison College community and the entire State of Wisconsin's Technical College System, I offer my wholehearted support to UW-Madison's several proposals for National Resource Center grants to enable and sustain these irreplaceable initiatives.

Sincerely,



Jack E. Daniels, III, Ph.D.
President



June 14, 2018

Guido Podesta
Dean, The International Division

The Native Nations - UW Working Group was established in 2016 to foster collaborative research, teaching and outreach activities among the 11 Wisconsin Tribes, the University of Wisconsin - Madison, and University of Wisconsin Extension.

As coordinators of the Working Group we strongly support the proposals of the National Resource Centers on campus to the U.S. Department of Education Title VI competition to work with the Tribal Colleges in Wisconsin, particularly the College of Menominee Nation, to incorporate international, intercultural, or global dimensions into their curriculum. We will be building on three years of successful activities and a vibrant dialogue among all the partners and we look forward to continue working with the NRCs to achieve such goals.

Best wishes,

Paul Robbins
Director

Nelson Institute for Environmental Studies

University of Wisconsin-Madison Science Hall 550 N Park Street Madison, WI 53706 nelson.wisc.edu

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

1	Budget for Title VI	Center for South Asia, University of Wisconsin-Madison				
2						
3	Aug 15th to Aug 14th of each year	Year 1	Year 2	Year 3	Year 4	
4		Budget	Budget	Budget	Budget	
5						
6	1 Salaries - Administrative					
7	1531, University Staff - Financial Specialist Nanette Kelsey, p.9	21,840	22,500	15,000	15,000	\$21x20x52 = 21840
8	1771, Student Hourly Andrea Fowler, p. 8	17,280	15,500	16,500	17,000	\$18x20x48 =17280
9	Total Administrative Salaries	39,120	38,000	31,500	32,000	
10	Salaries - Academic, Language					
11	1222, Teaching Assistant (Hindi) Nikhil Tiwari and Pallavi Chhabra, p.5, 10, section G	32,000	32,000	16,000	16,000	16000 per TA per AY
12	1222, Teaching Assistant (Panjabi) (years 3 and 4), p. 10, 23			16,000	16,000	
13	Pedagogy Specialist Sarah Beckham 25% , p.11, 13	15,000	15,000	17,000	18,000	25% on T6. Remainder on UW/GO/SAFLI
14	1052, Urdu Lecturer (Yr 1-4) Faiza Saleem, p.5, 10, section G	25,000	26,000	28,000	28,000	48% on T6. Remainder UW support
15	Total Academic, Language Salaries	72,000	73,000	77,000	78,000	
16	Salaries - Outreach					
17	Outreach Assistant Bradley Grochocinski, p.9, 12	24,000	25,006	26,006	27,006	50% T6. Salary \$48,000
18	Total Outreach Salaries	24,000	25,006	26,006	27,006	
19						
20	TOTAL SALARIES					
21						
22	2 Fringe Benefits					
23	1975, Faculty and Academic Staff	21,312.00	22,640.06	25,065.12	26,501.18	
24	1978, Graduate Assistants	6,720	7,040	7,360	7,680	
25	1979, University Staff	9,282	9,788	6,675	6,825	
26	1984, Student Hourly	536	636	842	1,037	
27	TOTAL FRINGES	37,850	40,103	39,942	42,043	
28						
29	3 Travel					
30	Director and Assoc Director Travel to Title VI- Related Conferences	2,000	1,500	2,000	2,000	\$1000 per year for travel within US. Travel only. Per diem provided by UW.
31	Faculty Travel to South Asia, p.40	-	4,000	4,000	4,000	2 faculty per year @ \$2000 for travel. Per diem provided by UW
32	Language Teacher Travel to Workshops, p.12	1,000	1,000	1,000	1,000	2 teachers per year @ \$500 for travel. Per diem provided by UW
33	TOTAL TRAVEL	3,000	6,500	7,000	7,000	
34						
35	4 Supplies & Services					
36	Consumable Supplies, Film Rentals	3,000	2,000	2,500	1,800	
37	Telephone, Postage, Freight, Photocopying	2,000	1,500	1,500	1,200	
38	Library, p.13, section E	10,000	10,000	10,000	10,000	
39	TOTAL SUPPLIES & SERVICES	15,000	13,500	14,000	13,000	
40						
41	5 Other					
42	IS 320 Grader, p.4	2,062	2,082	2,102	2,653	Grader for IS 320, 1-credit course for undergraduates to attend our lecture series
43	School of Educ Courses Support CP2, p.8, 29, 35	5,000	4,000	4,000	3,000	Support for two new courses started in 2015: "Introduction to Education in a Global Context" and "Globalization and Teaching: Dimensions for Curriculum Plannin" g
44	Secondary Educ Support CP2, p.8	2,000	1,000	2,000	-	Support for new internationalizing course in Secondary Education program
45	FLAS Student Symposium, p.38	1,000	1,000	1,000	750	AV and lecturer fees for student symposium
46	Community College Travel to India CP1, p.45	4,000	-	4,000	-	AiIS program to support CC faculty travelling to India

47		MSI Faculty to Attend Annual Conf on South Asia CP1 , p.8, 45	4,000	3,000	3,000	3,000	3 faculty to attend each year, sponsored for air fare, hotel, and registration
48		SABA Travel for Pre-Service Teachers CP2 , p.42	1,000	1,000	1,000	750	2 SoED students to attend conference to present on SABA. Airfare and shared room. Per diem supported by UW
49		TOTAL OTHER EXPENDITURES	19,062	12,082	17,102	10,153	
50							
51		6 Outreach					
52		Lecture Series, AP1 , p.3, 4, 47	9,000	8,000	8,000	8,000	Airfare, hotel, and per diem for 8 speakers per year
53		Alumni Lectures AP1 , p. 4-5	500	500	500	1,000	Airfare, hotel, and per diem for 1 speaker per year
54		Business Workshops AP1 , p. 3, 47	1,000	1,000	1,000	1,000	Venue, AV, and travel to venue for presenters
55		K-12 Teacher Training AP2 , p. 6, 7, 41-44	3,000	3,000	4,000	4,000	K-12 teacher training with IRIS or other stakeholders
56		GEO Program and Workshops AP2 , p.6, 41		5,000		5,000	Program fees and workshop costs for K-12 teachers travelling to South Asia as part of an educational tour to internationalize their curriculum
57		SANOC, South Asia National Outreach Consortium AP2 , p. 41-42	2,000	2,000	2,000	2,000	Consortium contribution used primarily for activities related to the South Asia Book Award
58		Intercultural Communication Certificate AP1 , p.3, 46	750	750	750	750	Workshop for business leaders in collaboration with all UW NRCs
59		Madison College Resource Fair AP1 , p.7	500	500	500	-	Materials for and travel to fair to promote Global Passport program
60		WISLI Career Fair AP1 , p.37	750	750	750	750	Materials for and speaker costs for summer career fair. In collaboration with WISLI
61		Wisconsin Roadmap Language Initiative AP1 , p. 17, 21, 47	1,000	500	500	500	Programmatic support for this Flagship-sponsored initiative
62		CMN/LCO Travel to UN Forum on Indigeneity CP1 , p.8	1,000	500	500	-	Travel support for CMN faculty in collaboration with other UW NRCs
63		CMN/LCO Lecture Series CP1 , p.8, 46	1,000	1,000	1,000	1,000	Support for our visiting lecturers to travel to MSIs to present
64		CMN/LCO Workshops on Indigeneity CP1 , p.8, 45	1,000	1,000	1,000	1,000	IRIS-wide workshops at CMN/LCO
65		WCSS Grants AP2 , p.44	750	750	750	750	Support for K-12 teachers to attend WCSS in Madison
66		International Introductions Roadshow, CP2 , p.3, 43	500	500	500	500	
67		International Education Week AP1 , CP2 , p.44	500	500	500	500	Support for IRIS-wide activities relating to IEW
68		Discovery Box Program AP2 , p.43	1,000	500	500	500	Creation of materials for and shipping costs of Discovery Boxes to K-12 classrooms
69		World Languages Day (2019, 2021), p.25, 43	-	500	-	500	Support of WLD organized by the Language Institute
70		World Cinema Day/Global Youth Summit, p.43	500	500	500	500	Support of IRIS-wide outreach initiative
71		International Career Boot Camp AP1 , p.36	500	500	500	500	Support for Career Advising program to alert students to "international" opportunities
72		Global Reads Webinar, p.42	500	500	500	500	Support for SANOC initiative to collaborate with other Book Award programs
73		TOTAL OUTREACH	25,750	28,750	24,250	29,250	
74							
75	7	Evaluation , section C	4,000	3,000	3,000	2,000	Annual costs of evaluating our programming through GLOWS, ASAS, and local surveys

76							
77	8	SASLI, p. 14, 15, 18, 32, 40	8,000	8,000	8,000	8,000	Support for the South Asia Summer Language Institute
		TOTAL BUDGET	247,782	247,941	247,800	248,452	
		OVERHEAD AT 8%	19,823	19,835	19,824	19,876	
		TOTAL BUDGET + OVERHEAD	267,604	267,776	267,624	268,328	
		D. Fringe Benefits					
			Year 1	Year 2	Year 3	Year 4	
		University Staff	42.5%	43.5%	44.5%	45.5%	
		Faculty and Academic Staff	33.3%	34.3%	35.3%	36.3%	
		Graduate Assistants	21.0%	22.0%	23.0%	24.0%	
		Student Hourly	3.1%	4.1%	5.1%	6.1%	
		FLAS Budget FY18-21					
		Academic Year Graduate Fellowships					
		7 Institutional payments @ 18,000	\$ 126,000				
		7 subsistence allowance @ \$15,000	\$ 105,000				
		Total graduate awards	\$ 231,000				
		Academic Year Undergraduate Fellowships					
		3 institutional payments @\$10,000	\$ 30,000				
		3 subsistence payments @ \$5,000	\$ 15,000				
		Total undergraduate awards	\$ 45,000				
		Summer Fellowships					
		7 Institutional payments @ \$5,000	\$ 35,000				
		7 subsistence payments @2,500	\$ 17,500				
			\$ 52,500				
		Grand total FLAS request	\$ 328,500	\$ 328,500	\$ 328,500	\$ 328,500	